

**THE CORRELATION BETWEEN STUDENTS' LEARNING
MOTIVATION AND THEIR READING COMPREHENSION
AT THE SECOND YEAR STUDENTS OF MADRASAH
ALIYAH KAMPAR TIMUR**



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Thesis

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(S.Pd.)



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ABSTRACT

NURUL K WARDANI, (2010): The Correlation between Students Learning Motivation and Their Reading Comprehension at the Second Year Students of Madrasah Aliyah Kampar Timur

This research is known there is any significantly positive correlation between students learning motivation and their reading comprehension at the second year of Madrasah Aliyah Kampar Timur. This study is correlation research. It is two variables; the location and the time of the research were conducted at Madrasah Aliyah Kampar Timur, especially at the second year students from May to August 2010. The subject of this research is the second year students of Madrasah Aliyah Kampar Timur and objects of this research are students learning motivation and their reading comprehension. The population is small therefore the writer took all the population as sample. So, the population of the research is 64 students.

To get the data in this research, the writer used two techniques called Questioner and test. In the questionnaire consisted of 20 items. While, test consisted 50 questions. To get the data the writer user the formula:

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

Finally the writer get the result of research that the writer can conclude that there is significantly positive correlation between learning motivation and reading comprehension. Because the score obtained (0,513)is compared to the **r** table of product moment, where at level 5% is 0,250 and 1% is 0,325%, the score obtained is bigger than **r** table either at level 5% and 1%. It can be formulated as 0, 250<0, 513>0,325. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other word, it can be seen that reading comprehension might be caused by their learning motivation.

ABSTRAK

NURUL K WARDANI, (2010) : Hubungan Antara Motivasi Belajar Siswa Dan Pemahaman Baca Mereka di Kelas Dua Madrasah Aliyah Kampar Timur

Penelitian ini untuk mengetahui apakah ada hubungan yang positif antara motivasi belajar siswa dengan pemahaman bacaan mereka pada kelas 2 Madrasah Aliyah Kampar Timur. ini adalah penelitian korelasi, terdiri dari 2 variabel. Lokasi dan waktu penelitian ini dilakukan pada Madrasah Aliyah Kampar Timur, khususnya kelas 2 dari bulan May sampai Agustus 2010. pada penelitian ini sebagai subjeknya adalah siswa kelas 2 Madrasah Aliyah Kampar Timur dan sebagai objeknya adalah motivasi belajar siswa dan pemahaman baca mereka. Populasi pada penelitian ini kategori kecil, oleh sebab itu penulis mengambil semua populasi sebagai sample. Yaitu 64 siswa.

Untuk mendapatkan data pada penelitian ini menggunakan 2 alat instrument yaitu angket dan test. Angket terdiri dari 20 pertanyaan sedangkan test terdiri dari 50 pertanyaan. Dan untuk pengolahan data nya penulis menggunakan rumus product moment yaitu.

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

Akhirnya, penulis mendapatkan hasil dari penelitian yaitu bahwa ada hubungan yang positif antara motivasi belajar siswa dan pemahaman baca mereka karena nilai yang didapat adalah (0,513) yang dibandingkan dengan **r** table pada product moment, dimana nilai 5% adalah 0,250 dan 1% adalah 0,325, nilai yang di dapat lebih besar dari **r** table baik taraf signifikan 5% maupun 1%. Ini dapat di rumuskan dengan $0,250 < 0,513 > 0,325$. Dengan demikian alternative hypothesis (H_a) di terima dan null hypothesis (H_0) menolak. Dengan kata lain dapat kita lihat bahwa pemahaman baca siswa tergantung pada motivasi belajar siswa itu sendiri.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the language skills that should be mastered by students. By reading, the students can improve knowledge. Frequent reading for students will add a lot of their vocabularies and help them to develop their thought and also clarify students' ways to think.

Reading is also one of the ways to get information. According to Edge (1994: 105) reading is one of the receptive skills which become the necessary skill in written communication and this is the main motivation for learners. The main motivation for learner in reading is enjoyment and gets information. So that by reading, students can get pleasure, increase their knowledge and comprehend the scientific text book. But in the fact, many students have difficulty in learning how to read and comprehend the text. As the result, they are failed to understand what they read.

There are some purposes of reading subject that should be known by the students in order to understand the reading text; to get an overall idea of the text, to learn new information, to learn some vocabulary and to become familiar with the style of a news article. In other words, the students have to improve their knowledge of foreign language, make the students understand about the content of the text and they also have capability as good writers. To be comprehension in English reading the students should have ability and skills.

According to Gie (1994):

By having reading skill, students is considered to be in the world of science that is full of strange, understand many things and develop other skill, which are useful for achieving successful life. The competence reading activity will open wide range in understanding knowledge, wisdom, and good skills. The ability and skill of reading cannot be neglected any other methods of reading.

Comprehension is an active process and the reader must interact and be engaged with the text to work well. In reading, students' comprehension in the reading text is so important because comprehension means the power of understanding. Without comprehension how someone understands the meaning or message contained in the reading that what is read is not useful because they do not know the meaning and understanding gained from the text.

It is supported by Richards, *et al.* (1999:306) states, that reading comprehension is the result of understanding of reading. However, the readers not only know each word or sentence but they must comprehend the text and understand materials of reading itself.

At Madrasah Aliyah Kampar Timur, English is taught as one of the main subjects and it is examined in national examination (UN). English is taught for four hours in a week, and it has been taught since first semester. Reading material is always taught well by the teacher. At Madrasah Aliyah, curriculum use is unit level education curriculum (KTSP), in which the unit level education curriculum (KTSP) emphasizes at the skill that must be achieved or owned by a certain education level.

As a concept and also a program, the unit level education curriculum has characteristics as follows:

1. Unit level education curriculum (KTSP) emphasizes the students' competence to achieve either individual or group. In unit level education curriculum (KTSP), the Students are formed to develop their knowledge, understanding, ability, value, characteristic, and interest which are intended to form skillful and independent personality.
2. Unit level education curriculum (KTSP) orients at learning outcomes and diversity.
3. Explanation and learning use approach and variant methods.

4. Learning source is not only from the teachers, but also other learning sources which fulfill educative aspects.

5. Scoring emphasizes at the process and learning outcomes in the effort of the mastery or achievement the competence.

Based on characteristic' unit level education curriculum (KTSP), syllabus Madrasah Aliyah Kampar Timur, especially for second class, students have to comprehend and respond the meaning of short functional texts and essays in the narrative, spoof and hortatory exposition forms in the daily contexts and for teachers' assessments use performance and give some tasks in the form of question answered based on reading texts given. Madrasah Aliyah Kampar Timur has targets that should be reached by the students especially for reading subject, they are:

1. The students are able to read with pronunciation clearly
2. The students are able to get main idea in the each paragraph from reading text
3. The students are able to get the topic from their reading
4. The students comprehend the reading text

The achievement of English reading is an important measurement of academic success, but students get difficulties in reading English because some of the students do not have motivation in reading English and they are difficult to get main idea and comprehension of the reading when they are reading.

In teaching reading, the teachers should have ability to guide the students in their learning in order to get satisfied achievement of English reading, and teacher should do everything that can attract and motivate students in learning English if the teacher has good and suitable techniques to teach them, Kalayo (2000: 98) states that a teacher should be able to give high

motivation to students to learn English and to create good methods in teaching English as foreign language. And Raffini (2007:17) says that students need a sense of autonomy of self determination that significantly influences their intrinsic motivation to learn in the classroom.

Based on the writer's temporary observation at the second year students of Madrasah Aliyah Kampar Timur, English teachers ordered the students to read and comprehend the reading text from which they read and the students are interested in following the subject. And than writer also gave the narrative text and ordered the students to read and comprehend the reading text, after that the writer gave ten questions for the students and ask them to answer the question. Based on the result of the questions writer can concluded that the students' reading comprehension is still low and unsuitable for the purposes of curriculum. It can be seen in the following symptoms:

1. Some of the students can read English, but their pronunciations is still wrong
2. Some of the students are difficult to get main idea in the paragraph they read.
3. Some of the students are still difficult to comprehend meaning in the reading text.
4. Some of the students do not have motivation in English reading activity
5. Some of the students do not interest in English reading activity

Based on symptoms above the writer very interested and field important to be investigated in term teaching and learning reading as EFL class.

There are two factors that influence students' comprehension in the reading text. They are internal and external factor. Which one of internal factor is includes the lack of students' motivation for reading. Besides, the four language skills must be mastered, the motivation also becomes the basic thing in learning English. Because the lack of motivation, automatically the students lazy to read and they get difficulties in comprehending reading

text because they do not have motivation, besides, the students are also difficult in determining the main ideas from the paragraphs they read. Consequently, the students' reading interest will decrease.

External factors also influence the students' reading comprehension, such as teachers' motivation, family 's motivation and society situations in which these two factors are sometimes less support to students in learning, especially in reading.

According Slameto (2003:55), the influential factors in learning are as follows:

1. Internal Factor

The factors come from the students themselves, in which it consist of the physiological aspect such as: motivation, intelligence, attitude, and interest.

2. External Factor

These factors consist of social environment such as teacher, family, school, and society

Teacher plays important role in solving this problem. They must be able to make the students have motivation for reading. They have to use various techniques that the students are interested and finally they are expert in reading comprehensions.

Based on the background and the symptom stated above, the writer is interested in carrying out a research, entitled **“THE CORRELATION BETWEEN STUDENTS LEARNING MOTIVATION AND THEIR ENGLISH READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF MADRASAH ALIYAH KAMPAR TIMUR”**

B. The Definition of Term

To simplify the process of designing and application of the research and to avoid misunderstanding and misinterpretation, it is necessary to define the operational definition terms comprised in this research, namely:

1. Correlation

Correlation is relationship between two variables or more. (Hartono, 2004: 68). In this study have two variables Y (dependent variable) and X (independent variable). In this study variable X is student's motivation and variable Y is their reading comprehension.

2. Motivation

Motivation is the factors that determine a person's desire to do something Richard. *et. al.* (1999:238). In this research, it means that the students should have motivation to reading comprehension

3. Reading

Reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze texts (Murcia, 1991: 200). In this research; it means that each student must comprehend the reading text.

4. Comprehension

Comprehension means the power of understanding or ability to understand (Oxford learner's pocket: 2005). In this research, it means that to knowing or understanding the meaning of reading.

C. Problem

Based on the background above, it is clear that there are many students encounter problems in classroom activities. They get bored easily while teaching and learning process is going on. Specifically, a lot of students experience difficulties in reading text.

1. The Identification of the Problem

Based on the problems that have been explained, they will be identified as follows:

1. Why some of the students are able to read English but their pronunciations is still wrong?
2. Why are the students difficult to get main idea in the paragraph in their reading?
3. Why are the students difficult to comprehend meaning in the reading text?
4. Why the students are diligent in reading but their reading is still wrong?
5. How is the students' ability in reading comprehension?
6. How is the students' learning motivation?

2. The Limitation of the Problem

Because of limited time and ability the writer has, so the problem in this research limited to how is the students' ability in reading comprehension and how is the students' learning motivation at the second year of Madrasah Aliyah Kampar Timur.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, the problem in this research is formulated into the following research questions:

1. How is the students' ability in reading comprehension at the second year of Madrasah Aliyah Kampar Timur?
2. How is the students' learning motivation at the second year of Madrasah Aliyah Kampar Timur?
3. Is there any significantly positive relation between students' learning motivation and student' ability in reading comprehension at the second year of Madrasah Aliyah Kampar Timur?

D. Reason of Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The problems of the research are very interested and important to be investigated in term teaching and learning reading as EFL class. The teacher is required to improve students' comprehension in the reading text.
2. The topic is relevant to the writer as one of the students of the English education department.
3. As far as the writer is concerned, this title research has never been investigated by any researcher.

E. The Objective and Significance of the Research

1. The objective of the research

In general, the objective of this research is to find out and describe the intricacy encountered by the students at Madrasah Aliyah Kampar Timur, especially at the second

class. This research is also intended to give solution forward the problems depicted above.

Particularly, this research intends:

1. To investigate how is the students' ability in reading comprehension at the second year of Madrasah Aliyah Kampar Timur
2. To investigate how is the students' learning motivation at the second year of Madrasah Aliyah Kampar Timur
3. To investigate there is any significant positive relation between students' motivation in learning English and student ability in reading comprehension at the second year of Madrasah Aliyah Kampar Timur

2. The significance of the research

1. To give information to the teachers about students' ability in reading comprehension at the second year students of Madrasah Aliyah Kampar Timur
2. To give information to the teachers about students' learning motivation at Madrasah Aliyah Kampar Timur
3. To be training for the writer in the field of scientific study.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skills that should be mastered by the students if they want to understand the text, Richard. *et. al* (1999:306) mentions that reading perceiving a written text in order to understand its contents. Furthermore, Murcia (1991:200) states that reading is to learn which involves complex thinking skills in which students must comprehend the material from a text, such as summarizing passages, determining main idea, following an argument in the text.

Based on the definition above, the writer can conclude that reading is a skill that presents the writers' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

Reading is very important, as a means to seek knowledge. Reading is a useful activity in which students should have this skill. Understanding is not easy thing; we need to have techniques in order to get easy in comprehending reading text.

According Nunan (1990:33) reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes. Reading is one of the skills that should be mastered in learning English. By reading, students spend their time in good way, get new information, enrich their vocabulary, and also improve their sentence structure. However, the main goal of teaching English in Indonesia is to make the students have knowledge as well as the ability to use English actively

According Nuttal (1982) the text is a core of reading process. It is an interaction between readers and a text. It is complex in activity. In addition, reading is not a passive process, where a reader takes something from a text without any effort. But, it is an active process in which the reader takes the text and brings her knowledge in to the text to recognize what it is.

In reading process, a reader tries to understand and to comprehend ideas of the writer. The readers should prepare himself / herself with the sufficient knowledge regarding the texts. To understand reading text, students should have a good competence in knowing the meaning of the words. However, if the readers have reading skill to comprehend the text, it is not difficult to receive the writers' message. In this context, students can interpret what they have read.

2. Learning English

Generally, learning emphasizes the students' ability to think and to get skill of knowledge. According Kimble and Germezy 1963(in Brown 2000: 7) Learning is acquiring or getting knowledge of a subject or a skill by study. Learning is a process of exchange in every individual; the exchange is an achievement of learning process that can be seen in various aspects such as knowledge, understanding and attitude or behavior.

In psychology, education learning theories are attempts to describe how people learn them by helping us understand the inherently complex process of learning. There are three main categories in learning theories, they are:

1. Behaviorism

A behavior may result either in reinforcement, which increases the likelihood of that behavior occurring again or punishment which decreases the likelihood the same behavior reoccurring in the future.

2. Cognitive

Cognitive theory looks beyond behavior to explain brain based on the learning. Cognitive considers how humans' memory work to promote learning, So for example, how the natural physiological processes of encoding information into short term memory and long memory become important to educators.

3. Constructivism

Constructivism views learning as a process icon in which the learners actively construct or build news ideas or concept based upon current and past knowledge. In other words, learning involves constructing one's own experience. Therefore, constructivist learning is a very personal endeavor, whereby internalized concepts, rules and general principles that may consequently be applied in a practical real-word context

Besides, Richard 2001 (in Kalayo, 2007: 37) points out that learner' learning English styles may be an important factor in the success of teaching and may not necessarily reflect those that teachers recommend. Willing (1985), (in Richard 2001), in Nunan, 1999 (in Kalayo, 2007: 37) mentions four different learner types:

1. Concrete learners

These learners prefer learning by games, pictures, film and video, talking in pairs, learning through the use of cassettes, and going an excursion.

2. Analytic learners

These learners like studying grammar, studying English book, studying alone, finding their own mistakes, having problems to work on, and learning through reading newspaper

3. Communicative learners

This group like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in shops and so on, learning English words by hearing by conversation

4. Authority-oriented learners

These students like the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read, and studying grammar and learning English words by seeing them

3. Factors Influencing Students' Comprehension in Reading Text

Students' comprehension in reading text is so low, this case can be seen, and there are still many students that do not comprehend the reading they are difficult to find main ideas from the text they read.

The influencing factors of students' comprehension in reading text achievements cannot be separated from the influencing factors of learning process. According Muhibbin (2010: 129) there are two factors that influence learning process, they are:

A) Internal Factors

These factors come from the students themselves that consist of physiological aspect (the organ of body) and psychological aspects such as intelligent, attitude, interest, talent and motivation.

1. Intelligence

Intelligence can be said as physical ability to react the stimulation accepted by the students either teacher or students themselves. To know a student has intelligence must be seen from their ability in mastering his lessons. Because of writer's limitation in measuring students' ability and also not writers' authority, therefore the writer sees from students' rapport scores. If their rapport scores high or more than 80 so it can be said that the student has good intelligence, if there is a student who has low rapport score or only reaching minimum completeness criteria standard, it means the student can be said less and even if there is student has who rapport score fewer than minimum completeness criteria (KKM) the student is also low in intelligence.

2. Attitude

Attitude is one of the many subjects discussed in psychology. It is complex topic which includes things such as the measurement of attitudes, development of attitude and the change of attitude.

3. Interest

Interest is student's tendency to look at their lesson or students' activeness in the learning process, which can be seen from:

- a) Students' interest in following the reading subject.

b) The appearance of students' difficulty caused by students' interest in reading are low.

c) The activeness in learning

1. Motivation

Motivation is an encouragement to do a useful activity. The motivation usually appears from us or others, this can be seen from:

a) The big curiosity is about something that they are motivated to read more.

b) Knowing the most important news in the world, so that they are motivated to read printed media related to the important news.

c) Knowing the advance of the world that they are motivated to learn better.

B) External Factors

These factors consist of social environment such as family, school and society.

According to Muhibbin (2010:131) there are some external factors.

1. Family

Family is the first education center for the children. Family influences students in studying and family plays role for children. There are parts of the family that plays role namely: educated family, relationship between family and the condition of family.

A. Educated family

Educated family influences students in studying because family is the first educator. Family is a monitor for children, the educated family plays role to students' achievement at school.

B. Relationship between family

Relationship between family is very important, like parents with their children, brother with his young sister and young brother. It influences students to study and to be active at school.

C. Economy family

The condition of economy influences students in studying, if students' needs are fulfilled, such as book and dictionary, so they will be active because they do not think about economy anymore and they will get what they need, if the students are poor, their facilities are not fulfilled. Sometimes they have to help their parents, so this condition will come to their mind while they are studying. Automatically they do not concentrate on studying and how they can be active, because the condition of economy influences the students in studying.

Based on explanation above, we can conclude that factors can influence students as follows:

1. Parents' attention toward their children school activities.
 2. Teaching given by the parents.
 3. Motivation from the parents to their children either material or non material.
2. School Factor

School factor consists of method, teacher, relationship between teacher and students and school facilities.

A. Method

Method is used by teacher to establish the students in process of teaching and learning. The good method applied is based on students' need. If they are interested in the method they will give attention and become more active because the method is very important for them

B. Teacher

A teacher is dominant factor in teaching and learning process because teacher transfers knowledge to students. In reaching the aims of education in institution, a teacher is demanded to be a professional one because if the teacher is professional, of course they can teach is a good as possible. In this case, the teacher is an important element to create teaching and learning process to be successful.

C. Relationship between teacher and students

Relationship between teacher and students is very important because it has effect in process of teaching and learning, if the students are pleased to their teacher they will be pleased to the subject what teacher teaches, so the teacher has to be able to keep relationship with his / her students.

D. School's facilities

School's facility consists of the condition of classroom, comfortable, not too crowded that other facilities place the students to practice and improve their reading, so school's facilities strongly influences students in learning.

Based on explanation above we can conclude that school has important role on factors influencing students. It can be measured from:

- The quality of the teachers
- Media used by the teachers
- Standard of competence that should be reached
- High learning motivation owned by the teachers toward their students.

3. Society Factor

Society is one external factor that influences students. In society factor there are 3 points namely: activity in society, friend and environments.

1. Activity in society

Activity in society is direct teaching that the students care about environment.

2. Friend

With whom the students make friend is to establish the students' competence because friend has big role, if our friends have good habit, attitude, he or she

will give support when we have low spirit, motivation, suggestion. But when the students has not good friend, they will bring the failure.

3. Environment

Where the students live and what the condition of society is influencing students.

4. Learning Motivation

Motivation is a process to get something that wanted. The teachers and school have good strategies in the process of teaching and learning English. The learners will be able increase it if the teachers are able to give high motivation to students to learn English and the teachers are able to create good methods in teaching learning English as a foreign language. Kalayo (2000: 98) mentions that the teachers who teach English as foreign language (EFL) requires efforts in terms of finding creative methodologies in ELF. Based on the teachers as a maker of regulation should have strategies in learning English in order to make students able to increase motivation in learning English.

There are many theories about motivation. Brown (1994: 152) said that motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to particular action. It means that motivation consist of various aspects as follows:

- a. Inner drive is pressure to do something from inside
- b. Impulse is a sudden desire to act
- c. Emotion is excitement of the feeling

d. Desire is strong wish

According to Djamaroh (in Azrina, 2002:8), there are many kinds of efforts to increase the students' motivation in learning, they are:

1. The teacher gives chance to students to use some questions related to the lesson
2. The teachers give a chance to get good result by providing creative situation and environment
3. The teachers give rewards and recommendation to students' achievement.

According to Alisuf (1996:84-85) states that, students role of motivation in learning English is bigger than attitude in which the motivated itself, have role as a motivating force" it means it is as a power to urge the students to learn. In addition, he states that an interested students I learning English.

Many experts give definition about motivation some of they are:

1. Hillard in Slameto (1998: 57) defines motivation as" motivation is persisting tendency to pay attention to and enjoy some activities or content
2. Muhibbin (1995:136) argues that motivation is high desire or big wish toward something

Motivation can be divided into two kinds, they are:

1. Expressed motivation: someone can express his or her motivated though certain words. By saying" I like English very much" and etc.
2. Manifested motivation: someone can manifest his or her motivated thought certain activities. For example some one is motivation in English, she or he will buy English book, English dictionary or everything that related to English.

The Importance of Motivation

A motivation plays an important role in a person's life and has great impact on the person behavior and attitude.

Throughout the childhood years, motivation provides a strong motivation to learn. Who are interested an activity, whether it is play or word will put forth more efforts to learn then will children who are less interested and bored, if learning experience are to tap children's full resource. They must be timed to consider with their interest. This is the "teacher able moment the time when children are ready to learn because they are interested in what learning will bring them in personal advantages and satisfaction. Interest adds enjoyment to activity the individual engages and if children are motivation in activity the experience will be more enjoyable to them than if they are bored."(Elizabeth.B. Hurlock 1978:420 in Apriyani 2009: 20)

In terms of teaching and learning, interests also hold a prominent role. The statements are stated by Elizabeth give a view to us that interest is a source of motivation. Automatically, if there is no interest from students, so they will have motivation to learn. In teaching and learning process, there are three components involved that are interrelated each other and can not be divorced, they are teacher, students and material as pointed by Muhammmad Ali (1992:24 in Apriyani 2009: 23) he says that teaching and learning process is point of formal education process at school which consist of teaching components likes teacher, material and students.

5. Reading Comprehension

Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concepts organizing ideas, recognizing the author's purpose, making judgment and evaluating.

The reading comprehension still on hold in modern life because development technology and knowledge that very quickly. The human should continuous reformed skills and knowledge self. It is important for us have skill and knowledge that is a part of result to reading. because of that students' should studies reading in order can reading study and also reading is can use as participation in culture life, political, fulfill need, emotional and can advantages to recreation and can get heavens.

According to Burners and Glenda (in Reni 2009: 14) reading comprehension is a reading-thinking activity and as such relies for its success upon the level of intelligence of reader , his or her speech of thinking ability to detect relationship.

Strategies in reading is important, because it can make us easily and able in reading comprehension. As Brown (1994:29) stated that there are ten strategies for reading comprehension that should be mastered by the second language learners, they are:

1. Identifying the purpose of reading, you will look for and can find crucial information in reading something
2. Using graphemes rules and pattern to aid in bottom-up decoding making the correspondence between spoken and written English is one of the difficulties encountered by students in learning to read. They may need to be given hunts and exploitations about certain English orthographic rules and peculiarities.

3. Using efficient silent reading techniques for relatively rapid comprehension. In this strategy, there are some rules that can help the students to increase efficiency in reading, as follows:

- a. You need to pronounce each word to your self
- b. Try visually perceiving more than one word at a time, preferably phrase
- c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4. Using skimming technique

This technique is usually used by intermediate and advanced students. The advantages of this strategy are as follows:

- a. The students are able to predict the purpose of the passage
- b. The students are able to predict the main topic or message
- c. The students are able to predict some of the developing or supporting ideas

5. Using scanning technique

For academic English learners, scanning is very crucial. They can get specific information without reading a whole text

6. Semantic mapping or clustering

This strategy helps the reader to provide some order to chaos. Making maps can be done individually. But they make for a productive group work technique as students collectively induce order and hierarchy to the passage.

7. Guessing

The students can use the strategy of guessing to:

- a. Guess the meaning of a word
- b. Guess a grammatical relationship
- c. Guess a discourse relationship
- d. Infer implied meaning (between the lines)
- e. Guess about a culture reference
- f. Guess content message

8. Analyzing vocabulary

In this strategy, the students are asked to practice using a limited vocabulary based on a word list or other source.

9. Distinguishing between literal and implied meanings

In this strategy, the students are asked to find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal. Implied meaning usually has to be derived from processing pragmatic information.

10. Capitalizing on discourse markers to process relationship

There are many discourse markers in English that signal relationship among ideas expressed through phrases, clauses, and sentences. Clear comprehension of such markers can greatly enhance learners' reading efficiency.

Someone has good comprehension when he or she has understood the meaning or message contained in the reading text, and the reader can give a response and a critique in the text they read, agree or disagree. It is supported by Wassman (2000:7) active reader agrees and disagrees, applauds and criticizes, weighs and reconsiders

what the writer is saying. They involve themselves with the ideas, responding intellectually or emotionally to what they read.

6. Correlation between Learning Motivation and Students' Reading Comprehension

In teaching reading process, there are many factors that make the students get difficulties in reading comprehension. One of them is learning motivation factor. When they do not have motivation in English learning especially in reading, they will be difficult to comprehend the appropriate or the exact meaning of the text contextually because the purpose of reading is to comprehend what are stated in the text in order to get information. Ronald, in Agustina (2008: 2), said that reading is to apprehend the mean (a book, writing, etc) by perceiving the form and relation of the printed or written characters.

Furthermore, as like writer told on the background, the motivation also becomes the basic thing in learning English. Because the lack of motivation, automatically the students lazy to read and they get difficulties in comprehending reading text because they do not have motivation, besides, the students are also difficult in determining the main ideas from the paragraphs they read. According Brown (1994: 152), motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to particular action. So, motivation have important rule in learning English especially to reading comprehension.

B. The Relevant of the Research

1. Purnawati, the correlation between student motivation in learning speaking and their English speaking ability at the English education department of UIN SUSKA RIAU in

2005". The research conclusion is the data proved that there is positive significant relationship between students' motivation in learning speaking and their English speaking. The alternative hypothesis is accepted whether at as 5% significant level is 0,325 or at 1% significant level is 0,418.

2. Andri Kurniawan, the correlation study between students motivation and their speaking achievement of second semester students of English education department of education and teacher training faculty UIN SUSKA RIAU (2007). This study was carried out state Islamic university. , The research conclusion is proved that there is significant correlation between students motivation in practice speaking, because if we compare to it, that $r_{xy} = 1,985$ although each significant standard for 5% 0,349 and 1% 0,449, it can be formulated $0,349 (1,985) 0,449$ $r_{xy} (1985)$ is higher that r product moment, it means that both are 5% and 1% significant level. Consequently, the alternative hypothesis is accepted.

C. The Operational Concept

Concept is main element to ovoid misunderstanding and misinterpreting in a specific study as a concept that still operates in abstract from the research planning which is interpreted in to particular words in order to be easy to measure. It means that the operational concept needs to avoid misinterpreting about the thesis content by other writers. So the main technical term of the specials sense that exists is necessary to operate in this research.

There are many concepts about motivation. In" understanding psychology", Feldman 1987:22 (in Rusnawati, 2005:7) defines motivation as the factors that direct and energize behavior. In relation to learning, Morgan

1961: 191 (in Rusnawati, 2005) stressed that motivation is very important in learning and it is also an aid for learning because it produces variable behavior, and certain aspects of this can become associated with the situation in which the behavior take place.

Brown (1994: 152), motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to particular action. It means that motivation consist of various aspects as follows:

- a. Inner drive is pressure to do something from inside
- b. Impulse is a sudden desire to act
- c. Emotion is excitement of the feeling
- d. Desire is strong wish

Based on some theories above writer get some indicators of the students' learning motivation, as follows:

1. The students are active asking question in learning English
2. The students enjoy learning English
3. The students are active and they always presents in learning English
4. The students enjoy reading English book
5. The students always do their English homework

Reading comprehension also has some concepts, namely Cooper 1986:11, (in Diwangkara, 2009:11) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension a reader should have knowledge about understanding the reading passage. Furthermore, singer 1985 (in Diwangkara 2009:11) reading comprehension has been defined as an interpretation of

written symbols, the apprehending of meaning, the assimilation of ideas presented ideas presented by written and the process of thinking while deciphering symbols.

Based on theories above, writer get some indicators of the students reading comprehension as follows:

- 1.The students are able to determine the main idea of paragraph
- 2.The students are able to find the factual information
- 3.The students are able identify the supporting idea in a paragraph
- 4.The students can determine the topic of the material.

D. Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as a temporary answer to the problem the writer would like to presents assumption as follows:

- a.Students' learning motivation are various
- b.Individual differences might make different achievement of highest

2. Hypothesis

1. Ho: There is no significant positive relation between students' learning motivation and student' ability in reading comprehension
2. Ha: There is any significant positive relation between students' learning motivation and student' ability in reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology of the research. It presents the design of the research, location and time of the research, subject and object the research, population and sample of the research, continued to techniques of the data collection and technique of data analysis.

A. The Design of the Research

This study is correlation research. It is two variables, which research about the correlation between students's learning motivation and students' ability in reading comprehension at the second year students of Madrasah Aliyah Kampar Timur. As Gay and Airasan (2000:12) discusses that correlation research is a quantitative measure of the degree of correspondence between two or more variables.

B. The Time and Location of the research

1. The Location of the Research

The location and the time of the research were conducted at Madrasah Aliyah Kampar Timur, especially at the second year students.

2. The Time

This research was conducted from May to August 2010. The reason why the writer chose this location because students' comprehension in reading text in this school was still low.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second year students of Madrasah Aliyah Kampar Timur

2. The object of this research

The object of this research was students' learning motivation and students' ability in reading comprehension

D. The Population and Sample of the Research

1. The Population

The population of this study was entire of students at the second year of Madrasah Aliyah Kampar Timur that registered in 2010/2011 with 64 students from 2 classes, the table below describes the populations of the students:

Table III.I
The Population of the Students

No	Class	Students
1	XI IPA	26 Students
2	XI IPS	38 Students
		64 Students

2. Sample

The population consisted of all of the second year students of Madrasah Aliyah Kampar Timur, the population category was small, and therefore the writer took all the population. So, the samples of the research were 64 students.

E. The Data Collection Technique

To get the data in this research, the writer used two techniques namely questionnaires and test.

1. Questionnaires

The questionnaire used to students' motivation in learning English. Questionnaire consisted of 15 items. Dealing with the respondents' opinions in answering to the following options:

- a. Always
- b. Often
- c. Sometime
- d. Seldom
- e. Never

2. Test

To find out how is the students' ability in reading comprehension, the writer used test. The test used to students' ability in reading comprehension. Before test, the writer explains the procedure for 15 minutes and continued gave the test. The test question about analyzing text consists of finding main idea, factual information, topic, and the supporting idea in reading comprehensions. It is done by giving the reading for the students and they must read the text and also answer the question. The writer gave 50 questions for the students to answer.

3. Reliability

Before get the data of the test, the writer analyzed the reliability of the test. Reliability is a necessary characteristic of any good test. According Heaton (1988:162) reliability is of primary importance in the use of both public achievement and proficiency test and classroom test. There are some factors affecting the reliability of a test, they are:

1. The extent of the sample of material selected for testing
2. The administration of the test, clearly this is important factor in deciding reliability.

To know reliability, the writer gives try out for the students with 50 questions about reading comprehension.

The reliability of the test can be estimated by using the formula:

$$r_{ii} = \frac{N}{N-1} \left\{ \frac{1 - m(N-m)}{Nx^2} \right\}$$

N = the number of the items

M = the number of the test for all test

X = the standard deviation of all the score

Timbunan (in Dina 2005:38) state that reliability coefficient for good classroom achievement tests are expected to exceed 0.07 and closed to 1.00 he states that reliability of test is considered as follows:

0.00-0.20	Reliability is low
0.21-0.40	Reliability is sufficient
0.41-0.70	Reliability is high
> 0.70	Reliability is very high

A. Finding of the mean score of the test

The following step can be seen by using table

TABLE IV. 25
Mean Score of the Try Out

X	F	Fx
70	8	560
58	6	348
54	5	270
52	5	260
46	16	736

40	6	240
36	6	216
34	12	408
	N=64	3038

From the table above, we know that:

$$N= 64 \text{ and } \sum fx.=3038$$

To find the mean score of reading comprehension test, the writer substituted the numbers above into the formula of the mean score bellows:

$$\begin{aligned}
 M &= \frac{\sum fx}{N} \\
 &= \frac{3038}{64} \\
 &= 47,46
 \end{aligned}$$

B. Finding of the Standard Deviation Test

Table IV.26
The Standard Deviation of the Reading Comprehension Test.

X	F	X	Fx
70	8	22,54	508,05
58	6	10,54	111,09
54	5	6,54	42,77
52	5	4,54	20,6
46	16	-1,64	2,68
40	6	-7,46	55,65
36	6	-11,46	131,33
34	12	-13,46	181,17
	N=64		$\sum x^2 = 1053,34$

To find the standard deviation of the reading comprehension test, the writer substituted the score into the formula below:

$$\begin{aligned}
SD &= \sqrt{\frac{\sum x^2}{N}} \\
&= \sqrt{\frac{1053,34}{64}} \\
&= \sqrt{16,45} \\
&= 4,05
\end{aligned}$$

The reliability of the test is:

$$\begin{aligned}
r_{ii} &= \frac{N}{N-1} \left\{ \frac{1-m(N-m)}{Nx^2} \right\} \\
&= \frac{64}{64-1} \left\{ \frac{1-47,46(64-47,46)}{64(4,05)^2} \right\} \\
&= \frac{64}{63} \left\{ \frac{1-47,46(16,54)}{64(76,40)} \right\} \\
&= 1,01 \left\{ 1 - \frac{784,9}{1049,7} \right\} \\
&= 1,01(1-0,747) \\
&= 1,01 \times 0,253 \\
&= 0,255
\end{aligned}$$

Then the score obtained (0.255) compare to r table of product moment, where at level 5% (0,273) and 1% (0,354) the score obtained is sufficient. In other words, this questions can used because score obtained is sufficient

F. Data Analysis

The data will be analyzed by using the statistical method. In this study, the product moment is correlation between the students' learning motivation (X) and their reading comprehension ability (Y)

The writer uses product moment as the formula, because there are two variables have correlation. The first variable, independent variable (X), is ordinal scale and the second variable, dependent variable (Y), is interval scale, so the formula that suitable with this research is product moment correlation (Hartono, 2004: 76)

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

r_{xy} : The correlation efficient

N : Number of sample

Xy : Quality of product result between X and Y score

X : All of quantity X score

Y : All of quantities Y score

To see how strength the significance coefficient correlation and the level of students' test will be search based on the scale score of the students learning motivation and students' ability in reading comprehension as follows:

80 - 100 = Very Good

70 - 79 = Good

60 - 69 = Enough

50 - 59 = Less

0 - 49 = Fail

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

1. Data Presentation of Questionnaires

The writer use questionnaire and test to collect the data. The questionnaire was to present all the data needed about the students learning motivation. The score of each item was determined based on scale as follows:

- a. Always is scored 5 for positive and 1 for negative statements
- b. Often is scored 4 for positive and 2 for negative statements
- c. Sometime is scored 3 for positive and 3 for negative statements
- d. Seldom is scored 2 for positive and 4 for negative statements
- e. Never is scored 1 for positive and 5 for negative statements

In order to get the data of the students learning motivation, the questionnaires given to the students consisted of 15 items and the indicators of operational concept was dealt with students learning motivation

2. Data presentation of students' learning motivation

The data below is the finding of students learning motivation, they are as follows:

TABLE IV. 1
Students are Interested to Study Reading

NO	Classification	Frequency	Percentage
1	Always	5	8%
2	Often	10	16%
3	Sometime	15	23%
4	Seldom	20	31%
5	Never	14	22%
		64	100%

Based on the table above 31% of the students choose option D and 23% of the students choose option C. It indicates that some of the students are interested students reading

TABLE IV. 2
Students Discuss with Their Friends about English

NO	Classification	Frequency	Percentage
1	Always	5	8%
2	Often	10	16%
3	Sometime	14	22%
4	Seldom	20	31%
5	Never	15	23%
		64	100%

Based on the table above 31% of the students choose option D and 8% of the students choose option A. It indicates that only a few students discuss in English among students.

TABLE IV. 3
The Student Use Dictionary to Improve Their Vocabularies

NO	Classification	Frequency	Percentage
1	Always	9	14%
2	Often	14	22%
3	Sometime	26	41%
4	Seldom	10	16%
5	Never	5	8%
		64	100%

Based on the table above 22% of the students choose option B and 41% of the students choose option C. It indicates that some of the students are use dictionary to improve their vocabularies.

TABLE IV. 4
Students Open a Dictionary when They Find the Difficult Words

NO	Classification	Frequency	Percentage
1	Always	10	16%
2	Often	14	22%
3	Sometime	25	39%
4	Seldom	10	16%
5	Never	5	8%
		64	100%

Based on the table above 22% of the students choose option B and 39% of the students choose option C It indicates that some of the students open dictionary when they find the difficult word.

TABLE IV. 5
Students are Interested to Understand English Reading

NO	Classification	Frequency	Percentage
1	Always	10	16%
2	Often	14	22%
3	Sometime	25	39%
4	Seldom	10	16%
5	Never	5	8%
		64	100%

Based on the table above 22% of the students choose option C and 39% of the students choose option B and C. It indicates that some of the students are interested to understand English reading.

TABLE IV. 6
Students Ask Their Teacher if They do not Understand English

NO	Classification	Frequency	Percentage
1	Always	10	16%
2	Often	14	22%
3	Sometime	25	39%
4	Seldom	10	16%
5	Never	5	8%
		64	100%

Based on the table above 22% of the students choose option B and 39% of the students choose option C. It indicates that some of the students ask teacher if they do not understand English.

TABLE IV. 7
Students Follow the Course Out of the Class

NO	Classification	Frequency	Percentage
1	Always	10	16%
2	Often	15	23%
3	Sometime	20	31%
4	Seldom	14	22%
5	Never	5	8%
		64	100%

Based on the table above 31% of the students choose option C and 23% of the students choose option B. It indicates that some of the students are follow the course out of the class.

TABLE IV. 8
Students have motivation to learn English Subject

NO	Classification	Frequency	Percentage
1	Always	15	23%
2	Often	14	22%
3	Sometime	10	16%
4	Seldom	20	31%
5	Never	5	8%
		64	100%

Based on the table above 16% of the students choose option D. And 23% of the students choose option A. It indicates that some of the students have motivation to learn English.

TABLE IV. 9
Students Like Reading Story Written in English

NO	Classification	Frequency	Percentage
1	Always	9	14%
2	Often	10	16%
3	Sometime	10	16%
4	Seldom	25	39%
5	Never	4	6%
		64	100%

Based on the table above 14% of the students choose option A and 39% of the students choose option D. It indicates that only a few students like reading story written in English.

TABLE IV. 10
Students Get Clear Explanation from Teacher about English Subject

NO	Classification	Frequency	Percentage
-----------	-----------------------	------------------	-------------------

1	Always	17	26%
2	Often	17	26%
3	Sometime	17	26%
4	Seldom	10	16%
5	Never	3	5%
		64	100%

Based on the table above 26% of the students choose option A, B and C and 5 % students choose option D. It indicates that often students get clear explanation from teacher.

TABLE IV. 11
Teacher Teaches How to Understand the Content of Reading Text

NO	Classification	Frequency	Percentage
1	Always	14	22%
2	Often	10	16%
3	Sometime	20	31%
4	Seldom	10	16%
5	Never	10	16%
		64	100%

Based on the table above 31% of the students choose option C and 16% of the students choose option D. It indicates that sometime teacher teach how to understand the content of reading.

TABLE IV. 12
The Students' Motivation from Their teacher

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	38	59%
	Sometime	12	19%
4	Seldom	10	16%
5	Never	2	3%
		64	100%

Based on the table above 59% of the students choose option B and 3% choose option E. It indicates that some of the students get motivation from their teachers

TABLE IV. 13
Students Using English When Meet With Their Friends

NO	Classification	Frequency	Percentage
1	Always	0	0%
2	Often	5	8%
3	Sometime	5	8%
4	Seldom	45	70%
5	Never	9	14%
		64	100%

Based on the table above 8% of the students choose option B and 70% choose option D. It indicates that only a few students are use English when meet their friends.

TABLE IV. 14
The Students' Motivation from Their Parents

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	10	16%
3	Sometime	30	47%
4	Seldom	20	31%
5	Never	2	3%
		64	100%

Based on the table above 47% of the students choose option D and 16% choose option B.

It indicates that some of the students get motivation from their parents.

TABLE IV. 15
The Teacher Ask Students to More Read Much at Home

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	5	8%
3	Sometime	40	62%
4	Seldom	15	23%
5	Never	2	3%
		64	100%

Based on the table above 3% of the students choose option E and 62 % choose option C.

It indicates that sometime teacher ask the students to more reach at home.

TABLE IV. 16
The Students Speak English Even Tough Their English is Broken

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	2	3%
3	Sometime	10	16%
4	Seldom	40	62%
5	Never	10	16%
		64	100%

Based on the table above 16% of the students choose option E and 62 % choose option D.

It indicates that some of the students speak English even tough their English is broken.

TABLE IV. 17
The Students Speak English At Home

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	10	6%
3	Sometime	10	6%
4	Seldom	32	50%
5	Never	10	6%
		64	100%

Based on the table above 50% of the students choose option D and 6 % choose option E.
It indicates that only a few students speak English at home.

TABLE IV. 18
The Students Make a Small Group to Discuss About English

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	2	3%
3	Sometime	3	5%
4	Seldom	47	73%
5	Never	10	16%
		64	100%

Based on the table above 3% of the students choose option A and 73 % choose option D.
It indicates that only a few of the students make a small group to discuss about English.

TABLE IV. 19
The Students Read English Book at Home

NO	Classification	Frequency	Percentage
-----------	-----------------------	------------------	-------------------

1	Always	1	1%
2	Often	13	20%
3	Sometime	20	31%
4	Seldom	20	31%
5	Never	10	16%
		64	100%

Based on the table above 20% of the students choose option B and 31 % choose option C.

It indicates that sometime teacher ask the students to more reach at home.

TABLE IV. 20
The Students Read English Book at School

NO	Classification	Frequency	Percentage
1	Always	2	3%
2	Often	4	6%
3	Sometime	20	31%
4	Seldom	20	31%
5	Never	18	28%
		64	100%

Based on the table above 3% of the students choose option E and 62 % choose option C.

It indicates that sometime teacher ask the students to more reach at home.

TABLE IV. 21
Students Learning Motivation

No	Items	N	Always	Often	Sometime	Seldom	Never	Average
1	I am interested to study reading	64	5	10	10	25	14	2,48
2	I discuss with my friends	64	5	10	14	20	15	2,53

	about English							
3	I use dictionary to improve my vocabularies	64	9	14	26	10	5	3,18
4	I open dictionary if I find difficult word	64	5	14	30	10	5	3,06
5	I interested to understand English reading	64	10	14	25	10	5	3,53
6	I ask my teacher if do not understand in English	64	10	14	25	10	5	3,53
7	I follow the course out of the class	64	10	15	20	14	5	3,17
8	I have motivation to learn English Subject	64	15	14	10	20	5	3,21
9	I like reading story written in English	64	5	10	10	25	14	2,48
10	I get clear explanation from teacher about English subject	64	17	17	17	10	3	3,54
11	My teacher teach how to the content of reading text	64	14	10	20	10	10	3,12
12	I get motivation from my teacher	64	2	20	30	10	2	3,15
13	I using English when meet my friends	64	-	5	5	45	9	2,23

14	I get motivation from parents	64	2	10	30	20	2	2, 84
15	My teacher ask me to more read much at home	64	2	5	40	15	2	2, 37
16	I speak English even though their English is broken	64	2	2	10	40	10	2,15
17	I speak English at home	64	2	10	10	32	10	2,40
18	I make a small group to discuss about English	64	2	2	3	47	10	2,04
19	I read English book at home	64	1	13	20	20	10	2,60
20	I read English book at school	64	2	4	20	20	18	2,25
	Total	1280	120	213	375	413	159	
	Percentage	100	9,375%	16,64%	29,29%	32,26%	12,42%	

Based on table above, can be seen that students' learning motivation is less, this can be seen on average of question. There are 11 items the average score only range 2, in other words, students' motivation is less. Such as, Practice English at the school, there average score only 2, 48. Discuss with their friends in English, there average score 2, 53. Students like reading story written in English there average score 2, 48. Using English when meet their friends, there average score 2, 23. Students get motivation from teacher, there average score 2, 84. Teacher asks students to more read much at home, there average score 2, 37. Students speak English even

tough their English is broken, there average score only 2, 15. Students speak English at home, there average score 2, 40. Make a small group to discuss about English, there average score 2, 04. Read English book at home, there average score 2, 60 and read English book at school there average score 2, 25.

While, nine other items such: use dictionary to improve their vocabularies, there average score 3, 18. Open dictionary if students find difficult words, there are average score 3, 06. Students' interested to understand English reading, there are average score 3, 53. Students ask their teacher if do not understand in English, there average score 3, 53. Students follow the course out of the class, there average score 3, 17. Students have motivation to learn English, there average score 3, 21. Students get clear explanation from teacher, there average score 3, 54. Their teacher teach how to the content of reading text, there average score 3, 12. Students get motivation from their teacher, there average score 3, 15. can conclude that students' learning motivation enough because the average score 3 .So, by seeing all the average score, the writer conclude students' learning motivation at the second year of Madrasah Aliyah Kampar Timur is "Less"

TABLE IV. 22
Recapitulation of the Students Learning Motivation

No	Score	Category
1	53	Less
2	54	Less
3	66	Enough
4	53`	Less
5	54	Less
6	66	Fail
7	65	Fail
8	53	Less
9	54	Less
10	60	Less
11	53	Less
12	54	Less

13	65	Fail
14	60	Fail
15	50	Less
16	53	Less
17	54	Less
18	50	Less
19	53	Less
20	54	Less
21	50	Less
22	53	Less
23	54	Less
24	54	Less
25	53	Less
26	54	Less
27	66	Enough
28	53	Less
29	54	Less
30	66	Enough
31	65	Enough
32	53	Less
33	54	Less
34	60	Enough
35	53	Less
36	54	Less
37	65	Enough
38	60	Enough
39	50	Less
40	53	Less
41	54	Less
42	50	Less
43	53	Less
44	54	Less
45	50	Less
46	53	Less
47	54	Less
48	53	Less
49	49	Fail
50	46	Fail
51	50	Less
52	50	Less
53	33	Fail
54	49	Fail
55	46	Fail
56	50	Less
57	33	Fail

58	33	Fail
59	49	Fail
60	46	Fail
61	50	Less
62	50	Less
63	46	Fail
64	49	Fail

3. Data Presentation of Reading Comprehension Test

The writer also used reading comprehension test that distributed knows the students' ability in reading comprehension. As stated before, the students' ability in reading comprehension was marked by the score of reading comprehension test. The writer presented the score of each student's ability in reading comprehension categorized into very good, good, enough, less and fail as follows:

a. The students' score that is categorized "very good" is nothing

b. The students' score that is categorized "good"

$$70, 70, 70, 70, 70, 70, 70, 70, 70 = 560$$

c. The students' score that is categorized "enough" is nothing

d. The students' score that is categorized "less"

$$58, 58, 58, 58, 58, 58, 54, 54, 54, 54, 54, 52, 52, 52, 52, 52 = 878$$

e. The students' score that is categorized "fail"

$$46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 46, 40, 40, 40, 40, 40, 40, 36, 36, 36, 36, 36, 36, 36, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34, 34 = 1600$$

Table IV.27

The Percentage of the Student's Ability in Reading Comprehension

No	Category	Frequency	Percentage
1	Very good	-	
2	Good	560	18,43%
3	Enough	-	

4	Less	878	28,90%
5	Fail	1600	52,66%
		N= 3038	100%

Then, the total result of the five categorized is:

$$1+2+3+4+5$$

$$0+560+0+878+1600 = 3038$$

$$(0 \times 5) + (560 \times 4) + (0 \times 3) + (878 \times 2) + (1600 \times 1) = 5596$$

$$N= 3038$$

$$F = 5596$$

As the result, the average percentage of the category calculated above is

$$p = \frac{F}{N} \times 100 : 5$$

$$p = \frac{5596}{3038} \times 100 : 5$$

$$P = 36, 84\%$$

The average percentage after calculating the overall score is 36, 84%. As it was mentioned before, the data collected to measure the student's ability in reading comprehension were classified into five ranges, the percentage obtained for the student's ability in reading comprehension at the second year students Madrasah Aliyah Kampar Timur is 36, 84%. It means that their reading comprehension is "fail"

TABLE IV. 23

The Students' Score of Reading Comprehension

No	Score	Category
1	34	Fail
2	36	Fail
3	34	Fail
4	40	Fail
5	46	Fail
6	52	Less
7	54	Less
8	46	Fail
9	46	Fail
10	46	Fail
11	40	Fail
12	38	Fail
13	36	Fail
14	54	Less
15	34	Less
16	46	Fail
17	46	Fail
18	52	Less
19	58	Less
20	58	Less
21	70	Good
22	70	Good
23	58	Less
24	70	Good
25	70	Good
26	34	Fail
27	36	Fail
28	34	Fail
29	40	Fail
30	46	Fail
31	52	Less
32	54	Less
33	46	Fail
34	46	Fail
35	46	Fail
36	40	Fail
37	34	Fail
38	36	Fail
39	54	Less
40	34	Fail
41	46	Fail

42	46	Fail
43	52	Less
44	58	Less
45	58	Less
46	70	Good
47	70	Good
48	58	Less
49	70	Good
50	70	Good
51	34	Fail
52	36	Fail
53	34	Fail
54	40	Fail
55	46	Fail
56	52	Less
57	54	Less
58	46	Fail
59	46	Fail
60	46	Fail
61	40	Fail
62	34	Fail
63	36	Fail
64	34	Fail

TABLE IV. 24
Recapitulation of the Students Learning Motivation and Reading Comprehension

Students	Learning motivation	Category	Reading comprehension	Category
1	53	Less	34	Fail
2	54	Less	36	Fail

3	66	Enough	34	Fail
4	53`	Less	40	Fail
5	54	Less	46	Fail
6	66	Fail	52	Less
7	65	Fail	54	Less
8	53	Less	46	Fail
9	54	Less	46	Fail
10	60	Less	46	Fail
11	53	Less	40	Fail
12	54	Less	38	Fail
13	65	Fail	36	Fail
14	60	Fail	54	Less
15	50	Less	34	Less
16	53	Less	46	Fail
17	54	Less	46	Fail
18	50	Less	52	Less
19	53	Less	58	Less
20	54	Less	58	Less
21	50	Less	70	Good
22	53	Less	70	Good
23	54	Less	58	Less
24	54	Less	70	Good
25	53	Less	70	Good
26	54	Less	34	Fail
27	66	Enough	36	Fail
28	53	Less	34	Fail
29	54	Less	40	Fail
30	66	Enough	46	Fail
31	65	Enough	52	Less
32	53	Less	54	Less
33	54	Less	46	Fail
34	60	Enough	46	Fail
35	53	Less	46	Fail
36	54	Less	40	Fail
37	65	Fail	34	Fail
38	60	Fail	36	Fail
39	50	Fail	54	Less
40	53	Fail	34	Fail
41	54	Fail	46	Fail
42	50	Fail	46	Fail
43	53	Fail	52	Less
44	54	Fail	58	Less
45	50	Enough	58	Less
46	53	Fail	70	Good
47	54	Fail	70	Good

48	53	Fail	58	Less
49	49	Fail	70	Good
50	46	Fail	70	Good
51	50	Fail	34	Fail
52	50	Fail	36	Fail
53	33	Fail	34	Fail
54	49	Fail	40	Fail
55	46	Fail	46	Fail
56	50	Fail	52	Less
57	33	Fail	54	Less
58	33	Fail	46	Fail
59	49	Fail	46	Fail
60	46	Less	46	Fail
61	50	Fail	40	Fail
62	50	Less	34	Fail
63	46	Less	36	Fail
64	49	Less	34	Fail

B. Data Analysis

Based on the distribution of the questionnaires to the second year students of Madrasah Aliyah Kampar Timur the learning motivation were divide into five rates, they are:

1. Very good, the students learning motivation are range between 80%-100%
2. Good, the students learning motivation are range between 70%-79%
3. Enough, the students learning motivation are range between 60%-69%
4. Less, the students learning motivation are range between 50%- 59%
5. Fail, the students learning motivation are range between 0%-49%

To analyze he data, the writer used the statistical technique and the formula taken from Hartono (2006:76)

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

1. Finding out the correlation between learning motivation and their English reading comprehension

**TABLE IV.28
The Correlation between Students Learning Motivation And Their English Reading Comprehension**

N	X	Y	X²	Y²	Xy
1	53	34	2809	1156	1802
2	54	36	2916	1296	1944
3	66	34	4356	1156	2244
4	53	40	4809	1600	2120
5	54	46	2916	2116	2484
6	66	52	4356	2704	3432
7	65	54	4225	2916	3510
8	53	46	2809	2116	2438
9	54	46	2916	2116	2484
10	60	46	3600	2116	2760
11	53	40	2809	1600	2120
12	54	38	2916	1156	2052
13	65	36	4225	1296	2340
14	60	54	3600	2916	3240
15	50	34	2500	1156	1700
16	53	46	2809	2116	2438
17	54	46	2916	2116	2484
18	50	52	2500	2704	2600
19	53	58	2809	3364	3074
20	54	58	2916	3364	3132
21	50	70	2500	4900	3500
22	53	70	2800	4900	3710
23	54	58	2916	3364	3132
24	54	70	2809	4900	3780
25	53	70	2809	4900	3710
26	54	34	2916	1156	1836
27	66	36	4356	1296	2376
28	53	34	4809	1156	1802
29	54	40	2916	1600	2160
30	66	46	4356	2116	3036
31	65	52	4225	2704	3380
32	53	54	2809	2916	2862
33	54	46	2916	2116	2484
34	60	46	3600	2116	2760
35	53	46	2809	2116	2438
36	54	40	2916	1600	2160

37	65	34	4225	1156	2210
38	60	36	3600	1296	2160
39	50	54	2500	2916	2700
40	53	34	2809	1156	1802
41	54	46	2916	2116	2484
42	50	46	2500	2116	2300
43	53	52	2809	2704	2756
44	54	58	2916	3364	3132
45	50	58	2500	3364	2900
46	53	70	2800	4900	3710
47	54	70	2916	4900	3780
48	53	58	2809	3364	3074
49	49	70	2401	4900	3430
50	46	70	2116	4900	3220
51	50	34	2500	1156	1700
52	50	36	2500	1296	1800
53	33	34	1089	1156	1122
54	49	40	2401	1600	1960
55	46	46	2116	2116	2116
56	50	52	2500	2704	2600
57	33	54	1089	2916	1782
58	33	46	1089	2116	1518
59	49	46	2025	2116	2254
60	46	46	2401	2116	2116
61	50	40	2116	1600	2000
62	50	34	2500	1156	1700
63	46	36	2116	1296	1656
64	49	34	2401	1156	1666
	$\sum x$ 3265	$\sum y$ 3038	$\sum x^2$ 183309	$\sum Y^2$ 152864	$\sum xy$ 161172

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum X^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{64 \cdot 161172 - 3265 \cdot 3038}{\sqrt{64 \cdot 183309 - (3265)^2 [64 \cdot 3038 - (3038)^2]}}$$

$$r_{xy} = \frac{10315008 - 9919070}{\sqrt{11731776 - (10660225) [9783296 - (9229444)]}}$$

$$r_{xy} = \frac{395938}{\sqrt{[1071551] [553852]}}$$

$$r_{xy} = \frac{395938}{\sqrt{593480664452}} \quad r_{xy} = \frac{395938}{770376,96}$$

$$= 0,513$$

Based on score above, the writer concluded that there is significantly positive correlation between learning motivation and reading comprehension. Because the score obtained (0,513) is compared to the **r** table of product moment, where at level 5% is 0,250 and 1% is 0,325%, the score obtained is bigger than **r** table either at level 5% and 1%. It can be formulated as $0,250 < 0,513 > 0,325$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So, there is significant between learning motivation and students reading comprehension. For that reason, the higher student's learning motivations are the better their reading comprehension and when the students have low learning motivation; their reading comprehension will also low.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of this research, the students learning motivation are categorized less. It is based on the result of the questionnaires 58, 87% of the students less motivation. The student's ability in reading comprehension is categorized fail. It is based on the result of the test given. The result of the data analysis as that, r_{xy} (0,513) is accepted at 5% significant level is 0.250 and 1% significant level is 0,325. r_{xy} (0,513) is bigger than r table, in significant level 5% (0,250) and 1%(0,325). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. So, there is significantly positive correlation between students' learning motivation and students reading comprehension. In other words, student learning motivation will be is so influential toward student's comprehension outcomes in the reading text. Which the high students' learning motivation so the comprehension will be better. But, if the low students' learning motivation so the comprehension will be bad. So learning motivation is so influential toward the reading comprehension outcomes.

B. Suggestion

Based on the result of this research, it is clear that learning motivation have important rule in learning process. Therefore, students should more increase the motivation in learning process and the teacher English should also give support for the students.

The writer gives some suggestion for the students, teacher and also parents as follows:

1. For the teacher

- 1) Motivate students to be more comprehension text reading
- 2) Motivate the students to be active in reading
- 3) Motivate the students to be more read especially English text
- 4) Give reward the active students in the class.

2. For the students

1. Learn more about English at school or at home
2. Read much English book and try to comprehend
3. Diligent visit library at your school
4. More increase your motivation for English learning

1. For the parents

1. Paying attention to their children especially in relation with lesson
2. Giving motivation for their children in order to read more at home

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