

**THE CORRELATION BETWEEN STUDENTS' ACHIEVEMENT
MOTIVATION TOWARD STUDENTS' READING ABILITY
AT THE SECOND YEAR OF ISLAMIC
JUNIOR HIGH SCHOOL
DA-REL HIKMAH.**



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PEKANBARU
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A Thesis

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for Undergraduate Degree in English Education Department
(S.Pd.)



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ABSTRAK

Judul dari Penelitian ini adalah “Hubungan antara Motivasi Berprestasi Siswa Terhadap Kemampuan Membaca Kelas 2 Sekolah Menengah Pertama Da-rel Hikmah”.

Penelitian ini dilakukan di SMP Darel Hikmah Pekanbaru. Penelitian ini berbentuk Deskriptive. Penulis mengambil satu kelas yang terdiri dari 30 orang siswa sebagai populasi untuk penelitian ini. Di dalam Pengumpulan data Penulis menggunakan questioner dan test. questioner digunakan untuk mengetahui Motivasi Berprestasi siswa, Dan Test digunakan untuk mengetahui Kemampuan Membaca Siswa. dan formulasi masalah adalah

1. Sejauh mana Motivasi Berprestasi Siswa?
2. Sejauh mana Kemampuan Membaca Siswa?
3. Apakah ada Hubungan antara Motivasi Berprestasi terhadap Kemampuan Membaca Siswa?

Agar bisa menemukan Hubungan antara Motivasi Berprestasi Siswa terhadap Kemampuan Membaca, Data dianalisis dengan menggunakan Product Moment Correlation, Karena skripsi ini menggunakan dua variable. Analisis Statistic di hitung dengan menggunakan rumus dari Arrikunto :

$$r_{xy} = \frac{\sum Xy}{(\sum X^2) (\sum Y^2)}$$

Setelah proses data dilakukan, Penulis menemukan bahwa adanya Hubungan antara Motivasi Berprestasi dengan Kemampuan Membaca Siswa. $r_{xy} = 0.49$

Sebagai sebuah kesimpulan, akhirnya maka Penulis menyimpulkan bahwa:

1. Siswa kelas II Darel Hikmah tidak mempunyai Motivasi Berprestasi yang tinggi, khususnya terhadap pelajaran Reading.
2. Sebagian Siswa kelas II Darel hikmah tidak mempunyai Kemampuan Membaca baik.
3. Adanya Hubungan antara Motivasi Berprestasi terhadap Kemampuan Membaca Siswa Kelas II Darel Hikmah.

Saran terdiri dari dua bagian yang pertama saran kepada Guru dan yang kedua saran kepada Murid :

- a. Saran kepada Guru : Guru adalah salah satu bagian Pendidikan yang sangat penting di dalam memilih materi-materi pelajaran dan memilih strategi yang tepat di dalam proses belajar mengajar. Jadi, Penulis berharap agar setiap Guru bisa memberikan materi atau strategi yang sesuai sehingga memotivasi Siswa agar mereka bisa bersaing untuk menjadi yang terbaik.
- b. Saran untuk Siswa: setelah melakukan penelitian ini, Penulis mempunyai saran untuk Siswa agar meningkatkan kemampuan membacanya melalui selalu praktek dan menganggap membaca adalah makanan sehari-hari. Dan mencoba menemukan Motivasi baik dari teman, guru maupun keluarga agar bisa mendapatkan prestasi yang tinggi.

ABSTRACT

The title of this research is “The Correlation between Students’ Achievement Motivation toward Students’ Reading Ability at the Second year Student of Islamic Junior High School Dar-el Hikmah Pekanbaru.

This research was carried out at SMP Dar-el Hikmah Pekanbaru. It is a Descriptive Research; the Writer took one class consisting of 30 Students as population of this research. In collecting data, the Writer used Questioner and Test. Questioner was used to

know Students' Achievement Motivation and test to find out the students' ability in reading comprehension. The formulation of this area:

- a. How is the Students' Achievement motivation ?
- b. How is the students' Reading Ability ?
- c. Is there any significant positive between Students' Achievement Motivation and Students' Reading Ability ?

In order to find the Correlation between Students Achievement Motivation toward student reading ability. The data was analyzed by using product moment correlation because this research is research that has two variables. The statistical analyses were coculated by using formula that was taken from Arrikunto :

$$r_{xy} = \frac{\sum Xy}{(\sum X^2) (\sum Y)^2}$$

After processing the data, thus the writer inferred that there is correlation between Students' Achievement motivations toward reading ability. $r_{xy} = 0.49$

As a conclusion of this study, finally, writer concludes that:

1. The second Students of junior high School Darel Hikmah does not have high motivation especially in reading lesson.
2. The second Students of junior high School Darel Hikmah does not have good Ability in English Reading lesson.
3. There is correlation between Achievement Motivation toward Students' Reading Ability. at the second year of Islamic Junior High School Da-rel Hikmah Pekanbaru.

Suggestion consist of two part first suggestion for teacher and second suggestion for Students

- a. Suggestion for teacher: A teacher is one of the most important educational components in selecting instructional materias and in choosing appropriate strategies in Teaching and Learning process. The writer hope to teachers that can give good material and strategy which encourage or motivate the students to get good grade.
- b. Suggestion for Students: After doing this research the writer has some suggestion for students to improve their reading skill by always practicing and regard reading as some daily food. Than students also should do reading activities everywhere and every time. And try finding motivation in order to get a highest achievement.

خلاصة

الموضوع من هذا البحث هو "العلاقة بين تعليل الإنجاز بمهارة القراءة لدى التلاميذ الصف الثانية بمدرسة المتوسطة الأولى دار الحكمة".

فعل هذا البحث في مدرسة المتوسطة الأولى دار الحكمة باكن بارو. والبحث هو بحث وصفي. أخذ الباحث إحدى الفصول المكوّن من ثلاثون تلميذا كالمسكان لهذا البحث. في جمع البيئة إستعمل الباحث الإستبيان و الإختبار. أستعمل الإستبيان لمعرفة تعليل الإنجاز التلاميذ و الإختبار لمعرفة مهارة قراءة التلاميذ, و تصيغ المسألة هو

أ. كم بعيدا تعليل الإنجاز التلاميذ؟

ب. كم بعيدا مهارة قراءة التلاميذ؟

ت. هل هناك العلاقة بين تعليل الإنجاز بمهارة قراءة التلاميذ؟

كي يجد العلاقة بين تعليل الإنجاز بمهارة قراءة التلاميذ, حلّل البيئة بإرتباط إنتاج العزم, لأن هذا البحث بالمتغيرين. واما الإحصاء التحليلي بالرمز من اريقنطو:

بعد عملت عملية البيئة, وجد الباحث أن هناك العلاقة بين تعليل الإنجاز بمهارة قراءة التلاميذ.....

وأخيرا, إستخلص الباحث أن:

1. كان التلاميذ الصف الثانية بدار الحكمة يستحق تعليل الإنجاز, الخاصة في الدرس القراءة.

2. بعض التلاميذ الصف الثانية بدار الحكمة يستحق مهارة القراءة.

3. في العلاقة بين تعليل الإنجاز بمهارة قراءة التلاميذ الصف الثانية دار الحكمة

الإقتراح مكون من قسمين, يعني للمدرس وللتلاميذ:

أ. الإقتراح للمدرس: المدرس هو إحدى العوامل التربوية التي مهم في إختيار مادة الدرس و في إختيار

الإستراتيجية المناسبة في عملية التعليم. إذا, رجا الباحث على كل المدرس يستطيع أن يوصل المادة و

الإستراتيجية المناسبة حتى يرقى تعليل التلاميذ و يستبقون لأن يكون الناجح.

ب. الإقتراح التلاميذ: بعد فعل هذا البحث, رجا الباحث على التلاميذ لأن يرقى مهارتهم في القراءة بتطبيق و يفترض أن القراءة هو الطعام اليومية. و يبحث التعليل من الصحابة, المدرس او من الأسرة لأن يصل إلى الدرجة العالية.

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CHAPTER I

INTRODUCTION

A. The background

The development of science and technology at present is very rapid, So English plays an important role to exchange information, people cannot refuse that English becomes one of languages that is used by many people in this world as a means of communication, Most of people in this world use English as a means to change information, They can obtain information through newspaper, magazine, television program, and advanced technological media, which are presented in English.

English is also one of the subjects that should be studied and one of the most important subjects at school, from elementary to University. At senior high school, English subject has some aims as follows:

1. To develop the skills for communication in English orally and written it is involves listening, speaking, reading, and writing.
2. To develop students understanding' about interrelated language and cultural.
3. To arise the students' conscious about the important of English as a foreign language.

According to the aims above, the students are expected to be able to master the four language skills. They are:

1. Listening

2. Writing
3. Reading
4. Grammar

For acquiring those skills, the Students read examples as reinforcements to words or sentences in written. And this matter, Reading skill is the first choice because:

- a. Reading is one of most compulsory course that has to be learned.
- b. This course also examined in national examination.
- c. Reading is one of the effective ways to obtain information, and it will provide people with various field of knowledge.

Reading has become a part of people daily lives or activities, they read anything, anytime, at any places for different purpose, the examples they want to find out something or check some information.

Reading is one component from four writing communication components. Such told to us, the symbols of sound are changed become symbols of writing and words, and the process of changing should be guided and mastered (Tampubulon, 1987; 5).

Reading is both a process and also product of human learning (Djarwadi, 1995; 167). It is more than just receive meaning in a literal sense. It involves an individual's entire life experience and thinking power to understand what the writer has encoded. Reading covers the understanding of symbols, letters, words, sentence, and meaning.

Rivers and Temperly (1978:187) suggest that there are seven main purposes for reading :

1. To obtain information for some purpose or because we are curious about some topic.
2. To obtain instructions on how to perform some tasks for our work or daily life.
3. To act and play, play a game and do a puzzle.
4. To keep in touch with a friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspapers, magazine, reports).
7. For enjoyment or excitement.

From this purpose show that reading is important for our daily life and it should be done not only for adult but also for the children, Make them a custom to read.

Every child must like reading in order to read well and they can use almost of their time for reading, if they like reading practice is everything (Mary Leonard, 1999; 14). The statement of Mary Leonard explain about the importance of practice in reading, The succesful in reading is difficult to get when the student do not know the strategies of reading, and the startegies of reading should be learnt and applied countinously.

Wassman (1999:3) states:

“you do not have to be genius or have an exceptionally high intelligently quotient (IQ) to read well. Rather, you need an understanding of the reading process and an understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader”.

It means that a person who wants to be master in reading must practice continuously, consistence, and has the high discipline.

To become a skillful reader takes the same kind of effort and practice (Wassman,1999; 3). Skillful reader tends to someone that has ability in reading included reading comprehension.

Reading needs always to practice, and kinds of skills practice given should be organized in effective stages, starting from the list difficult to the learning of reading. The students must be involved in learning reading process to find effectively any information they need. Consequently, practice is very important in learning reading process because it can develop learner’s reading strategies.

Several students have found high positive correlation between reading practice and reading achievement. Achievement is something done successfully with effort and skill (Horn by, 1995: 10). It means, if they have no effort, they will fail and their achievement become low and practice is one of those efforts. The explanation above demonstrated that practice has a positive effect on reading ability.

Based on Gage and Berliner state that there are two factors that influence students’ motivation to study, they are:

1. Internal factor

Intelligence that can be found in their performance at school

2. External factor

And external factor is surrounding the place of student stay.

(Gage and Berliner,19,1997).

Students need motivation to get a success in certain part that they are learning. And the motivation can be come from them self or from their surrounding such as teacher, friends and parents.

Darel-hikmah is one of school in Pekanbaru city. it has the same curriculum with other school. These schools have regulations that make students to study more, Such as the additional time after the class finish and also the students should study at night.

The students in Darel-hikmah should stay in domitory that is provided by that school, this condition will force them to study more.

But, some of Darel Hikmah Students especially the second year still have low ability in reading.

Thus, the writer is interested in conducting the research entitled:

THE CORRELATION BETWEEN STUDENTS' ACHIVEMENT MOTIVATION TOWARD STUDENT'S READING ABILITY AT THE SECOND YEAR OF DAREL HIKMAH JUNIOR HIGH SCHOOL.

B. The problem

When we see the phenomena above, the problem is that whether there is correlation between Students' Achievement Motivation toward students' Reading ability.

1. The Identification of the Problem

Considering The Students' Reading Ability there are many aspects that can be investigated such as:

1. Achievement motivation and reading ability
2. The technique of teaching and reading ability
3. Students' ability and individual differences

2. The Limitation of the Problem

The writer is necessary to limit only about the correlation between students' Achievement Motivation toward students' reading ability.

3. The Formulation of the Problem

The formulation is formulated as follows:

- a. How is the students' Achievement motivation at the second year of Islamic Junior High School Darel Hikmah ?
- b. How is the students' Reading Ability ?
- c. Is there any significant positive between Students' Achievement Motivation and their Reading Ability ?

C. The reason of choosing the title

The writer chooses this title because:

1. The writer belief that after knowing the result and it can be used in process of learning and teaching specially in learning and teaching reading comprehension.

D. The definition of term.

In order to avoid miss understanding in reading this paper, it is necessary to explain the terms that are used in this study as in following:

1. Correlation :

Correlation is the degree to which measurements from two sets variable correspond to each other (Rousek, 1964 : 280). In this research Correlation is connection between two variable, variable X is Achievement motivation and Y is Reading ability.

2. Achivement motivation

Achievement motivation is encouragement contained human self to reach certain achievement on the strength of standard value of special quality that decides by themselves or by the other people.

(Sudiharto,2007, 45). Achievement motivation can be defined as a wish of the students to be the best among the other students.

3. Reading ability

speed and understanding content of reading entirely (Tampubulon, 1987,7). Reading ability can be defined as understanding the component of reading comprehension.

E. The objectives and the need of the research.

The objectives of the study

- To know whether the student have achievement motivation or don't have achievement motivation.
- To know the students' reading ability.
- To know the correlation between Students' Achievement Motivation toward student's achievement motivation at second years of Darel Hikmah Islamic junior high school students.

F. the need of the research

- 1 Inform about significant correlation between Achivement Motivation toward students' reading ability.
- 2 Contribute the result of this research to the student.
- 3 Contribute the result of this research to the lecturer.
- 4 Enlarge the writer's knowledge on research.
- 5 Fulfill one of requirement for the award of Undergraduate (S1) from English Education Department of UIN SUSKA RIAU

CHAPTER II

THE THEORETICAL FRAME WORK

A. THE NATURE OF READING

What is Reading? In many concepts, reading is an active mental process by which we use our knowledge of the world and language to derive meaning from written World. Reading is one of four language skill that should be mastered by students if they want to be a professional or successful in term of learning language. Reading is physic and mental activities that can develop become a habit. (Tampubolon, 1987; 227).

Elizaberth in her journal states that Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text (Elizaberth, 1986; 6).

Based on the explanation above Reading is not only word recognition but the entire activity.

As a common knowledge, Reading is what happens when people look at a text and assign meanings to the written symbols in a text. In reading, the students should have the background experience in order to make sense out of the written material.

In order to enable students to understand what they have read, the teacher should therefore give an opportunity to demonstrate what they have gained from the

reading so that, the students have enough time to express, and to comment their own ideas about reading text.

One of the most challenging aspects of middle school for students is content area reading. The reading level of textbooks is often much higher than the reading level of novels read in language arts class. Textbooks also have challenging vocabulary words that may stymie comprehension. Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or reading fluency.

Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading.

a. Intensive reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example Reading dosage instruction for medicine.

b. Extensive reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example Reading a newspaper, article, short story or novel.

In other words, skimming is quickly running one's eyes over a text to get the gist of it. While, scanning is quickly going through a text to find a particular piece of information. So if a person wants to get an address, phone number, a date in a book over paragraph in order to locate a special piece of information, that activity is called scanning. But if he reads all the passage in order to know about what it deals about his reading, that is called skimming. In skimming a reader must ask himself what the text is talked about. He must move his eyes quickly over the text, looking especially at the main title, the beginning and the end, and the first sentence of paragraph. In scanning the reader must ask himself whether or not the text contains what he is looking for and if any, he must find where it is located, he moves also his eyes more or less quickly over the text for specific.

Nunan states that there are four activities for reading:

1. Reading for understanding

Reading for understanding is one of the activities in the beginning of reading a text, the students must know the purpose of reading before going to continue the reading.

2. Reading for fluent

Reading for fluent is the second activity of the reading. It is a practice for students to read a lot of text to make a custom with reading. Students should be able to read as fast as possible suitable with the level of students. Example : for students senior high school the speed of reading based on the number of words should be 250 per minute. And students have to read as fast as they can.

3. Vocabularies exercise

Vocabulary exercise is also one of reading activities. Students should be able to analyze the entire of vocabularies in the texts. When students do not know the vocabulary will be difficult for them to master a reading.

4. Extensive reading

Brown (1982:3) states that:

“ Reading Ability is that the ability to read is crucial to success of students in school and important for satisfying life for adults. It is also the action of a person who reads and get information.”

B. READING COMPREHENSION

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the message of the author, the students are hoped to have the ability to comprehend the written textbook.

Person and Jonshon on David Nunan's book state that reading comprehension as a process of relating the new to the known is based on a similar notion (Nunan,1991; 67).

In addition, David Nunan states that discourse comprehension is a process utilizing linguistic cues and a background knowledge to reconstruct a meaning (Nunan,1991; 68).

Comprehension is invisible. Its definition, its process, and its product continue to be elusive. comprehension means relating what we do not know or new information, which is not random collection of facts but a theory of a world. in each of our heads. Reading with comprehension means to understand what has been read.

The two major abilities concern word meanings and reasoning with verbal concepts. English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school.

Edge, Julian (1993) state that:

“To understand reading text we must know its strategy. The teacher must teach will enable students to:

- a. skim
- b. extract main poin
- c. scan for specific information
- d. comprehend detail
- e. make inference
- f. evaluate

C. FACTORS AFFECTING COMPREHENSION

As it has already been shown, reading comprehension need some intellectual ability to master it. There are six basic factors that influence the student’s ability in comprehending written materials.

1. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school, For an example a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events an feelings if the story.

2. Intellectual Abilities

Second aspect of comprehension is the students. ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

3. Achievement motivation

Students who has achievement motivation will struggle to be better than the other even the comprehension is very difficult the students will find the way to master it, students have more ideas about comprehension because the students will learn until they are able to master it.

4. Language Abilities

The third aspect is the students. language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax which links deep and surface structure.

5. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by

reader's attitude and beliefs, Readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other.

6. The Purpose of Reading

This fifth factor also determines the comprehension ability that student could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

Rever and Temperly (1978: 187) on second language Teaching and Learning states that there are seven main purposes for reading :

1. To obtain information for some purpose or because we are curious about some topic;
2. To obtain instructions on how to perform some task for our work or daily life (e.g, knowing how an appliance works);
3. To act and play, play a game, do a puzzle.
4. To keep in touch with a friends by correspondence or to understand business letters.
5. To know where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspaper, magazines, report).
7. For enjoyment or excitement.

When reader has purpose in reading the reader will easy in reading. The purpose hold important role in reading, reader should know the purpose of reading first before doing reading activities.

7. Skills of Comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose, the ability to comprehend develops gradually from the simple to the complex skills. The teacher gives a balanced program including direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

Understanding the content of reading is not only understanding the meaning of reading but also understand all of the component of reading. (King and Stanly on Samini 2001: 13) state that there are four components of reading that may help students read carefully.

1. Finding factual information requires reading to scan spesific deteils. Factual information are generally prepared for junior high school students and those questions begin with WH questions.

2. Reference

Recognizing reference is being able to identify the word or phrase to which they refer will help the reader understand the reading passages. English students might learn many rules for the use of reference words and focus about what a particular word refer to in sentence.

3. Inference

Understanding that is one of the most aspect in reading. Writers, however, do not write out everything they expect a reader to understand to do

4. Restatement

The last view questions of the reader over comprehension are to ask the reader to recognize which of the four possibilities best restated meaning of given sentence.

the National Reading Panel on Gail Brown's book identified four key components of reading skills: Phonemic skills, vocabulary, reading fluency and comprehension (Gail Brown: 2).

Explanation above show that four key should be master in reading, namely :

1. phonemic skill
2. vocabulary : vocabulary is also important in reading skill. Because, students who has a few vocabularies is difficult for him to master reading.
3. Reading fluency : it is correlated with speed reading. The fluency is valued in reading. It is suitable with Tampubolon state on his book about definition of reading namely speed and understanding texts entirely.
4. Comprehension.

D. ACHIVEMENT MOTIVATION

Motivation is the psychologies condition that appeared, directed, maintain the certain characteristics (Pitrinch, 2001).

Not every student has motivation to get the success in certain part, just only students who aware that achievement is important and also there is encouragement from outside the class.

Achievement is something done resourcefully with effort and skill (Hornby,1996: 10). It means that students success depend on their effort and skills. If they effort and strongly willingness, they will success. Achievement motivation is supplies to get a success, Successes relate to characteristic of productive and always keep quality of product.

Achievement motivation is personal concept inherent that factors encourage human to get or reach something that they want to get a success. Achievement motivation is encouragement contained human self to reach certain achievement on the strength of standard value of special quality that decides by themselves or by the other people (Celland, 1953).

Based on the explanation above the writer can conclude that someone that have achievement motivation will behave always positive and always try to get a success in certain field that the students want to reach.

Not every people have achievement motivation, and it's is not born from talent but, it is grow because of habit. Students' who have achievement motivation will find the way to master in the field that student want, in reading students have achievement motivation will find they good way or teqnique in order mastering reading.

Dwi Kristini Mulyaningsih, SPsi, MSi in her article state that:

“the characteristic for students who have achievement motivation is the students will struggle harder to get a success in certain goal, and also have big responsibility to get success”.

E. THE CORRELATION BETWEEN STUDENT’S ACHIEVEMENT MOTIVATION TOWARD STUDENT’S READING ABILITY.

Many scientists had been research looking for new concept or try to implement to found the result. Research found that the reading activities have positive correlation to the student’s ability in reading. It means more practice can improve the skill or ability. And also when doing many reading activities it will improve reading ability.

Wassman in effective reading state that you do not have to be genius or have exceptionally high intelligence quotients (IQ) to read well. Rather, you need an understanding of how to go about reading different types of printed information (Wassman,1999;2). Such what Wassman said the intelligence is not important in becoming a good reader but more practice is important.

Becoming good reader need some process the reader should know the teqniques before going to be good reader and of course it should be learnt. But, without practice everything is nothing. It will be easier to loss from the brain. Need to practice after knowing or after learning the teqnique.

The important of practice also state by Mary leonard in her book she state that:

“Every child must like reading in other to read well and they can use almost of their time for reading, if they like reading, practice is everything.
(Mary Leonard, 1999; 14).

Mary leonard ET all also believe with more practice the ability especially in reading will be better from the first. The reader need to practice every

time they have. Practice theory also should apply with reading, but, the foreigner will get different effect when they only practice without learn. The foreigner should learn or know what they should practice or what they should do before going to practice. Because reading has many parts the reader should know such extensive reading and intensive reading.

Wassman also states that Reading effectively is a necessity in our information age, and the way to keep on the “information superhighway”. Repeated practice together with a willingness to modify your former reading habits can ensure success (Wassman, 1999 ; 24).

It means when practice is always done will bring good result to reading achievement. It is clear that when students do more activities in reading or they always practice their reading with the technique will bring good result for their reading ability or their reading will increased.

Reading need to be habit for the student, because when it become habit for students ,they will do reading activities everytimes they have. And suitable with the teory of practice their reading ability will be increased.

The result from some of research show that there is high correlation between interest toward ability of reading (Nurhadi, 2005,14).

Some of people can read faster if they have habit in reading material (leornhard, 1999,116).

Habit is not so far from activities because when they have habit especially in reading of course they will do reading activities or practice the reading

until they master in reading. And also, when students want to have good ability in reading, they should have good habit in reading.

Practice is an important part of most types of learning; the same is true of reading: practice is important. To read well you must apply and practice the skill you have learned (Kathleen, 2003, 225).

From Kathleen statement also emphasize that should do more practice when to be a master in reading. Because reading is difficult material to be learnt and need practice and practice and without practice very difficult to master furthermore, foreigner that regard English as a second language. And the characteristics for good reader are read more and more it is what Elizabeth stated in her book about good reader.

Good readers also read more, and by reading more, they increase their vocabulary and knowledge (Elizabeth,2001,20)

The more children read, the more vocabulary and knowledge they acquire, and the more fluent they become in reading. It means practice or more activities will bring good result for students.

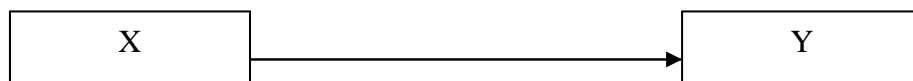
Analogously theory above Students have achievement motivation will always doing practice because one of way how to master reading is practice. The students have achievement motivation will find the way to master reading.

F. Hypothesis

As officially stamped above, the writer takes conclusion and formulate on hypothesis:

“There is correlation between students’ Achievement motivation toward Students’ Reading Ability.”

Research model



Correlation

Picture1. Research Model

X: Achievement Motivation

Y: Reading Ability

D. Operational concept

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding toward the research. The operational concept can be seen in the following indicators, namely:

1. The student's ability can be seen such following indicators below:

- 1). The students can determine the main idea in paragraph.
- 3). The students can obtain or know the general information from the text.
- 4). The students know the specific information from the text.

2. the students' achievement motivation can be seen such following indicators, namely :

- 1). Students have strong filling to get the goal with the good result.
- 2). Responsible to themself and decide their future.
- 3). Decide by themself what should be done for the next step.
- 4). Take the risk suitable with their capability.
- 5). Behave creative and like the new thing that full with callange.

CHAPTER III

RESEARCH METODOLOGY

A. The location and the Time of the Research

This research had been carried in the second year of junior high school in darel-hikmah. The school is located at Panam Street. The years of 2010/2011. This Research was started on January 15th2010.

B. The Population and the Sample of the Research

The population of this research was all the second year of Dar-el Hikmah Students that consisted 100 students, because the population of this research is relatively large, it is necessary to limit the sample. Arrikunto stated that if the subject less than 100, it is better to take all But, if more than 100 it this better to take 10-15% or 20-25% It depends on the ability of the writer.
(Suharmi Arikunto;134).

Because limited ability of the writer, He took 30 % from 100 students they were 30 students, and the writer used random sampling because the respondent was too much, and it was difficult to identify all of them.

C. The technique of Data Collection.

To collect the data form sample of this study the writer used the test and observation as the measurement of variable in assembling concept like hypothesis.

1. Questioners

The write used questioner to identify whether students have achivement motivation.

For the questioners, the writer used multiple choice types. Multiple choice types can be scored objectively and can measure the student's achievement motivation. And the score will be calculated.

2. Tests

The writer used test to measure reading ability of students. Test immediatly scored by writer. In this test, the writer used texts contain the reading and the question, the writer scored from the student's answer.

D. The Validity and Reliability

To know the validity and reliability of the test used by writer, the item should reach the standard level of difficulty. According to Arikunto(1996:214), the standard validity is usually always $< 30\%$ and $>70\%$, It means that If the test item is less than 30% , it is considered difficult and more 70% is considered easy to the students. Try out means to find out the difficulty level each item.

The difficulty level an item show easy or difficulty was calculated by using formula. (Heaton, 1975: 172)

The Data was obtained through questioner it was used to get some information concerning student's Achievement Motivation, The test measure the students' Reading ability.

E. Data Analyzing Technique

All the data available in this research were is analyzed by product moment correlation. The formula is quoted from Arrikunto (2006:273) as follows:

1. To find product moment correlations:

Where:

$$r_{xy} = \frac{\sum Xy}{(\sum X^2) (\sum Y)^2}$$

Where:

x = variable Students' achievement motivation

y = variable student Reading ability

To find students' Achievement motivation the writer used questioners and the standardize students' Achievement motivation in reading as follows:

- 1) Always : if the score is 5
- 2) Often : if the score is 4
- 3) Sometime : if the score is 3
- 4) Seldom : if the score is 2
- 5) Never : if the score is 1

Meanwhile, to find out the students Reading ability the writer used the standardized score for Reading ability that can be seen as follows :

- | | |
|-------------|-----------|
| 1. 80 – 100 | Excellent |
| 2. 60 – 79 | Good |
| 3. 50 – 59 | Average |
| 4. 0 – 49 | Poor |

CHAPTER IV

DATA PRESENTATION

A. The Description of the Research

In the previous chapter, it has been explained that the aim of the research is to know the correlation between students' Achievement Motivation toward students' Reading Ability in Darel Hikmah. To collect the data needed in this study, the writer took the data that involved the information and explanation gained from the field. Those data were acquired by using questioner and test.

The questioner was used to know students' Achievement motivation toward reading. Meanwhile, the test was used to measure the students' reading ability.

The test was demonstrated after giving the text to the students, and they were asked to read, and the measurement of reading was taken from the understanding of the text.

The students' achievement motivation is shown by this table:

Table VI.1
Students read their Reading Book.

Alternative	Frequencies	Percent
Always	8	27 %
Often	18	60 %
Sometimes	3	10 %
Seldom	1	3 %
Never	-	-
Total	30	100%

From the data above we know that 8 (26.6 %) students always read a lesson book, 18(60 %) students often read a lesson book, 3(10%) students sometimes read a lesson book, 1(10%) students seldom read a lesson book and. It means most of students always read a lesson book and a few of them do not read.

TABLE IV.II
The students practiced reading with the technique given by teacher at room.

Alternative	Frequencies	Percent
Always	10	33.33 %
Often	7	23.33 %
Sometimes	10	33.33 %
Seldom	3	10 %
Never	-	-
Total	30	100%

we know that 10 (33.33%) students always practiced with given technique by teachers, 7 (23.33%) students often practiced with given technique by teachers, 10 (33.33%) students sometimes practiced with given technique by teachers,

and 3 (10%) students seldom practiced with given technique by teachers. It means most of students practiced with given technique by teachers.

TABLE IV.III
The Student discuss about Reading with their friend.

Alternative	Frequency	Percent
Always	5	16.66 %
Often	5	16.66 %
Sometimes	11	36 %
Seldom	9	30 %
Never	-	
Total	30	100%

From the data above we see that 5(16%) Student always discuss about Reading with their friend, 5(16%) Student often discuss about Reading with their friend, 11(36%) Student sometimes discuss about Reading with their friend, and 9 (30%) Student seldom discuss about Reading with their friend. It means most of students discuss about Reading with their friend.

TABLE IV.IV

The students have good value from the result of reading test.

Alternative	Frequency	Percent
Always	22	73.33%
Often	6	20%
Sometimes	-	-
Seldom	2	6.66%
Never	-	
Total	30	100%

We can see that 22(73%) students always have good value from the result of reading test, 6 (20%) students often have good value from the result of reading test, and 2 (6%) students seldom have good value from the result of reading test. It means most of students have good value from the result of reading test.

TABEL IV.V

The student practice their reading guided by their teacher.

Alternative	Frequency	Percent
Always	3	10%
Often	10	33.33%
Sometimes	16	53.33%
Seldom	1	3.33%
Never	-	-
Total	30	100%

From table above, there are 3 (10%) student always practice their reading guided by their teacher, 10 (33.33%) student often practice their reading guided by their teacher, 16 (53.33%) student sometimes practice their reading guided by their teacher and 1 (3.33 %) student seldom practice their reading guided by their teacher. So, we can see that most of student practice their reading guided by their teacher.

TABLE IV.VI
The Students have good preparation before reading test.

Alternative	Frequency	Percent
Always	8	26.66%
Often	10	33.33%
Sometimes	10	33.33%
Seldom	2	6%
Never	-	
Total	30	100%

We can see that 8 (26.66 %) Students always have good preparation before reading test, 10 (33.33%) Students often have good preparation before reading test, 10 (33.33%) Students sometimes have good preparation before reading test and 2(6%) Students seldom have good preparation before reading test. And the conclusion is most of Students have good preparation before reading test.

Table IV.VII
The Students ask their friends to study reading together.

Alternative	Frequency	Percent
Always	20	66.66 %
Often	6	20 %
Sometimes	4	13.33%

Seldom	-	-
Never	-	-
Total	30	100%

From the data above we see that 20 (66.66%) Students always ask their friends to study reading together, 6 (20%) Students often ask their friends to study reading together, 4(13.33%) Students sometimes ask their friends to study reading together. It means most of Students ask their friends to study reading together.

Table IV.VIII

The student practice their reading by read a megazine and news paper.

Alternative	Frequencies	Percent
Always	5	16.66%
Often	5	16.66%
Sometimes	19	63.33%
Seldom	1	3.33%
Never	-	
Total	30	100%

we see that 5 (16,66%) student always practice their reading by read a megazine and news paper, 5 (16,66%) student often practice their reading by read a megazine and news paper, 19 (63.33%) student sometimes practice their reading by read a megazine and news paper, 1 (3.33%) student seldom practice their reading by read a megazine and news paper. It means most of student practice their reading by read a megazine and news paper.

Table IV.IX

THE Student practice reading by read a novel

Alternative	Frequency	Percent
-------------	-----------	---------

Always	13	43.33%
Often	9	30%
Sometimes	5	16.66%
Seldom	3	10%
Never	-	
Total	30	100%

We see that 13(43,33%) Student always practice reading by read a novel, 9 (30%) Student often practice reading by read a novel , 5 (16.66%) Student sometimes practice reading by read a novel, 3 (10%) Student seldom practice reading by read a novel. It means most of Student practice reading by read a novel.

Table IV.X
THE Student practice reading with the teqnique given by teacher

Alternative	Frequency	Percent
Always	19	63.33%
Often	5	16.66%
Sometimes	6	20%
Seldom	-	-
Never	-	-
Total	30	100%

We see that 19(63.33%) Student always practice reading with the teqnique given by teacher, 5 (16.66%) Student often practice reading with the teqnique given by teacher, and 6 (20%) Student sometimes practice reading with the teqnique given by teacher. It means most of Student practice reading with the teqnique given by teacher.

Table IV.XI
THE Student practice reading by read a notice on the board

Alternative	Frequency	Percent
Always	16	53.33%
Often	14	46.66%
Sometimes	-	-
Seldom	-	-
Never	-	-
Total	30	100%

From the data above we can see that 16 (53.33%) students always practice reading by read a notice on the board, 14 (46.66%) students often practice reading by read a notice on the board. It means most students practice reading by read a notice on the board.

Table IV.XII
THE students go to library to find a book in order practicing their reading.

Alternative	Frequency	Percent
Always	17	56.66%
Often	4	13.33%
Sometimes	6	20%
Seldom	3	10%
Never	-	-
Total	30	100%

we see that 17(56.66%) students always go to library to find a book in order practicing their reading, 4(13.33%) students often go to library to find a book in order practicing their reading. 6(20%) students sometimes go to library to find a book in order practicing their reading. 3(10%) students seldom go to library to find a book in order practicing their reading.

Table IV.XIII

THE student practice reading by read a text given by Teacher

Alternative	Frequency	Percent
Always	-	-
Often	2	6.66%
Sometimes	17	56.66%
Seldom	11	36.66%
Never	-	-
Total	30	100%

From the data above we can see that 2(6.66%) students often practice reading by read a text given by Teacher, 17(56.66%) students sometimes practice reading by read a text given by Teacher, 11(36.66%) students seldom practice reading by read a text given by Teacher. And it means students sometimes practice reading by read a text given by Teacher.

Table IV.XIV**THE student ask their friend question from something relate to the reading**

Alternative	Frequency	Percent
Always	10	33.33%
Often	13	43.33%
Sometimes	6	20%
Seldom	1	6.66%
Never	-	-
Total	30	100%

Students always ask their friend question from something relate to the reading (33.33%). Students often ask their friend question from something relate to the reading 13 (43.33%). Students sometimes ask their friend question from

something relate to the reading 6 (20%). Students seldom ask their friend question from something relate to the reading 1 (6.66%).

Table IV.XV
THE student practice reading by searching vocabularies.

Alternative	Frequency	Percent
Always	5	16.66%
Often	10	33.33%
Sometimes	15	50%
Seldom	-	-
Never	-	-
Total	30	100%

From the data above we can see that 5 (16.66%) students always practice reading by searching vocabularies, 10 (33.33%) students often practice reading by searching vocabularies, 15 (50%) students sometimes practice reading by searching vocabularies. It means that most of students practice reading by searching vocabularies.

Table IV.XVI
The student practice reading by learning reading with teacher.

Alternative	Frequency	Percent
Always	4	13.33%
Often	14	46.66%
Sometimes	10	33.33%
Seldom	2	6.66%
Never	-	-
Total	30	100%

from the data above we see that 4(13.33%) students always practice reading by learning reading with teacher, 14(46.66%) students often practice reading

by learning reading with teacher, 10(33.33%) students sometimes practice reading by learning reading with teacher and 2 (6.66%) students seldom practice reading by learning reading with teacher.

Table IV.XVII
The students practice reading using long time.

Alternative	Frequency	Percent
Always	15	50%
Often	10	33.33%
Sometimes	5	16.66%
Seldom	-	-
Never	-	-
Total	30	100%

From the data above 15 (50%) students always practice reading using long time, 10 (33.33%) students often practice reading using long time, 5 (16.66%) students sometimes practice reading using long time. It means most of students practice reading using long time.

Table IV.XVIII
Students practiced reading at the rest time.

Alternative	Frequency	Percent
Always	12	40%
Often	8	26.66%
Sometimes	6	20%
Seldom	4	13.33%
Never	-	-
Total	30	100%

From the data above show that 12 (40%) students always practiced reading at the rest time. 8 (26%) students often practiced reading at the rest time. 6 (

20%) students practiced reading at the rest time. 4 (13.33%) practiced reading at the rest time.

Table IV.XIX
The Students buy reading book.

Alternative	Frequency	Percent
Always	12	40%
Often	8	26.66%
Sometimes	6	20%
Seldom	4	13.33%
Never	-	-
Total	30	100%

From the data above show that 12 (40%) students always buy reading book. 8 (26%) students often buy reading book. 6 (20%) students sometimes buy reading book. 4 (13.33%) students seldom buy reading book.

Table IV.XX
The Students practice reading by loud voice.

Alternative	Frequency	Percent
Always	12	40%
Often	8	26.66%
Sometimes	6	20%
Seldom	4	13.33%
Never	-	-
Total	30	100%

From the data above show that 12 (40%) students always practice reading by loud voice. 8 (26%) students often practice reading by loud voice. 6 (20%) students sometimes practice reading by loud voice. 4 (13.33%) students seldom practice reading by loud voice.

Based on Tambulon the way to measure the reading ability is amount of words that can be read per minute times with the percentages of understanding of the texts. And the understanding of the text can be seen by how many questions that is can be answered correctly.

To know the whether students have Achievement Motivation can be seen in the following table

Table IV.XXI
Students' Achievement Motivation

Choice	Frequency from all question	Percent
Always	220	36%
Often	183	30%
Sometimes	164	26%
Seldom	49	8%
Never	-	-
Total	600	100%

From the data above the writer can take conclusion students Have Achievement Motivation.

Student Reading Ability

Based on Tampubulon the way to measure the reading ability is amount of words that can be read per minute times with the percentages of understanding of the texts, and the understanding of the text can be seen by how many questions that is can be answered correctly.

Table IV.XXII**Students' Reading Ability**

No	Students	Score
1	Student 1	90
2	Student 2	70
3	Student 3	80
4	Student 4	80
No	Students	Score
5	Student 5	80
6	Student 6	90
7	Student 7	85
8	Student 8	90
9	Student 9	90
10	Student 10	90
11	Student 11	90
12	Student 12	70
13	Student 13	80
14	Student 14	90
15	Student 15	80
16	Student 16	90
17	Student 17	80
18	Student 18	80
19	Student 19	70

20	Student 20	70
21	Student 21	70
22	Student 22	80
23	Student 23	60
24	Student 24	80
25	Student 25	50
No	Students	Score
26	Student 26	70
27	Student 27	55
28	Student 28	80
29	Student 29	90
30	Student 30	75

CHAPTER V
DATA ANALYSIS

A. Test Analysis

In this chapter the writer will analyze data that was presented in preceding chapter. To analyze data, the writer presented two result from x and y variable to know correlation between two variable.

Table.V.I

No	Aspect	
	Students' Achievement Motivation	Students' Reading Ability
1	78	90
2	78	70
3	87	80
4	84	80
5	85	80
6	75	90
7	67	85
8	79	90
9	79	90
10	74	90
11	80	90
12	82	70

no	Activities	Ability
13	73	80
14	72	90
15	78	80
16	79	90
17	76	80
18	69	80
19	71	70
20	66	70
21	67	70
22	69	80
23	76	60
24	71	80
25	65	50
26	66	70
27	70	55
28	70	80
29	78	90
30	74	75
	2294	2355

B. Data Analysis

The data was analyzed with product moment correlation and the formula was taken from Arrikunto where :

X as Achievement Motivation

Y as Reading Ability

X	Y	x²	y²	xy
78	90	6084	8100	7020
78	70	6084	4900	5460
87	80	7569	6400	6960
84	80	7056	6400	6720
85	80	7225	6400	6800
75	90	5625	8100	6750
67	85	4489	7225	5695
79	90	6241	8100	7110
79	90	6241	8100	7110
74	90	5476	8100	6660
80	90	6400	8100	7220
82	70	6724	4900	5740
73	80	5329	6400	5840
72	90	5184	8100	6480
78	80	6084	6400	6240
79	90	6241	8100	7110

X	Y	x²	y²	xy
76	80	5776	6400	6080
69	80	4761	6400	5520
71	70	5041	4900	4970
66	70	4356	4900	4620
67	70	4489	4900	4690
69	80	4761	6400	5520
76	60	5776	3600	4560
71	80	5041	6400	5680
65	50	4225	2500	3250
66	70	4356	4900	4620
70	55	4900	3025	3850
70	80	4900	6400	5600
78	90	6084	8100	7020
74	75	5476	5625	5550
$\sum x = 2294$	$\sum y = 2355$	$\sum x^2 = 167994$	$\sum y^2 = 188275$	$\sum xy = 176445$

The product moment formula was taken from Arrikunto namely :

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

$$r_{xy} = \frac{176445}{(167994)(188275)}$$

$$r_{xy} = \frac{176445}{356269}$$

$$r_{xy} = 0.4952577968$$

$$r_{xy} = 0.49$$

So, the writer concludes that there is correlation Between Students' Achievement Motivation toward Students' Reading Ability.

The last, hypothesis Ha: there is a significant correlation between Achievement Motivation toward Students' Reading Ability is accepted.

CHAPTER VI

CONCLUSION AND SUGGESTION

The purpose of doing this research is to know whether there is correlation between Students' Achievement Motivation toward Students' Reading Ability at Islamic junior high school in Darel Hikmah.

The research has two variables. Variable x is as independent variable: Students' Achievement Motivation and variable Y is as dependent variable: Students Reading Ability.

A. Research Conclusion

Based on the conducted research in the previous chapter, the writer concludes that:

1. The second Students of junior high School Darel Hikmah have Achievement motivation especially in reading lesson.
2. The second Students of junior high School Darel Hikmah have good Ability in English Reading lesson.
3. There is correlation between Achievement motivations toward Students' Reading Ability.

B. Suggestion

Based on the result of the research, the writer presented some suggestions pertaining to teaching and learning process in increasing the student's achievement in reading. The writer gives some suggestions to every students and teachers.

1. Suggestion to the Teacher

A teacher is one of the most important educational component in selecting instructional materias and in choosing appropriate strategies in teaching and learning process. The teacher should be encouraged to the growth of teachers as a professional in his or her field.

The following are some points that should be considered by reading's teachers:

- a. Teacher should use the good method in improving student reading skill.
- b. Teachers should give more tasks to the students, so that students will do exercise, and they will do more practice especially in reading.
- c. Teacher should give more suggestion or motivation to students to do more reading task.

1. Suggestion to the Students

After doing this research the writer has some suggestion for students to improve their reading skill by always practicing and regard reading as some daily food. Than students also should do reading activities everywhere and every time. Because to practice reading is not difficult way, perhaps when the students do not know how to practice he can ask to the teachers and friends.and try to find some motivation whether out side or inside the class. Reading english is difficult for the foreign learner but, when students understand the way it can be easy. Improve your reading with learning and practicing.

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