THE CORRELATION BETWEEN READING MOTIVATION

AND READING COMPREHENSION ACHIEVEMENT OF

THE ELEVENTH GRADE STUDENTS OF MAN 2

PALEMBANG

UNDERGRADUATE THESIS

This thesis was accpeted as one of the requirement to get the title

of sarjana pendidikan (S,Pd.)

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FATAH PALEMBANG

2017

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Assalamu'alaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **"THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN 2 PALEMBANG "** ditulis oleh saudara **Seli Marsela** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Surely, there is ease after hardship

DEDICATION

This thesis proudly dedicated to:

- My beloved parents Ayah (Sayiful Arif) through whom I found encouragement and compassion.Ibu (lilis suryani). Words fall to describe her successfully, my mother stayed up the nights and prayed to Allah for me.

- My beloved brother (Ade Candra.S.E) where I found the protection and safety. and sister (Tri Wulandari) my age mates and my happiness.

- My grand mother (Alm. Hj, Nuryani) thanks for your endless love.

- My beloved aunt (Netty Herawati, S.H) and my uncle (Ir, M. Yamin, MM) who always support me, may allah bless both of you, and thanks for everything.

- My dearest cousins dr.Yunice Kurniawati and dr. Ramadhan kurniawan thanks your support for me are unconditionally, and all of my Families, thanks for your help. .

- My buddies "YUSOTAWITISEYO" (Yuli, Sonia, Winda, Tika, Seli and Yoja) and my pratner in ujian komprehensip Tri Astuti thank you very much for your helps, prays, and motivation.

- My BFF Ozi Rinaldo, Anggun Nurani, Ulfa Kurniasih thakyou for always there for me. I will remember evry part silly moment that we do.

- All of my friends at PBI especially PBI 04 you guys rock!

- Last my great Almamater.

ACKNOWLEDGEMENTS

Thanks Allah, the most merciful and Beneficent. Shalawat and salam for our Prophet Muhammad SAW and his family. This thesis entitled "**THE CORRELATION BETWEEN READING MOTIVATION AND READING COMPREHENSION ACHIEVEMENT"** was written to fulfill one of the requirements for the Scholar Degree of English Education Study Program at Tarbiyah Faculty islamic university Palembang.

The writer would like to express her deepest gratitute to her two advisors, Renny Kurnia Sari M.Pd, and Winny Agustia Riznanda, M.Pd for their assistance, advice, motivation and encouragement in writing her thesis. She is also grateful to the Head of English Langauge Education Study Program, as well as her staff members for administrative matters, and all lecturers who taught her during her study at the English Education Study Program.

Moreover, the writer would like to express her deepest appreciation and love to her beloved parents (Syaiful Arif), her borther (Ade Chandra S.E) and her beloved sister (Tri Wulandari).

In additionally, she would like to give her special thanks to the principal of MAN 2 Palembang, the teachers, the students and all the staf members that helped her in collecting the data for her thesis. The writer is also very grateful to her beloved friends, YUSOTAWITISEYO who has given her the big motivation to finish this thesis.

Finally, the writer aware that this thesis is still far from being perfect, though she has tried her best. She hope that this thesis will be useful and can give contribution to education development.

Palembang,   2017

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ABSTRACT

The purpose of this study were to find out: (1) whether or not there is significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang, (2) whether or not reading motivation significantly influence reading comprehension achievement of the eleventh grade students of MAN 2. The population of this study was the whole classes of 11th grade which consist of three hundred forty six students. And then one hundred forty seven students was selected as the sample by using purposive sampling technique. The data were collected using MRQ questionnaire by Wigfeld, Jhon and Guthrie (1996) and reading section of TOEFL Junior test. Prson Product Moment and regressions analysis were used to find out the correlation and influence between two variables. The result showed that there is significant correlation between reading motivation and reading comprehension achievement with r= .587. Besides, there was also significant influence of reading motivation and reading comprehension achievement with 34,5%. This study could have implications for English teacher, students, and next researcher.

Key word: Correlation, Reading Motivation, Reading comprehension Achievement.

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

English is one of the important languages used all over the world whether it is as the first, second, or foreign language. In learning English, there are four language skills that should be learned such as: reading, writing, listening and speaking. Reading is an important skill that should be mastered by the students in order to improve their general language skills in English skills, Debat (2006, p. 8) states that reading is crucial skill for students of English as foreign language (EFL) or second language (ESL). Dorkchandra also (2010, p. 1) states that reading is one of the language skills for those learning English as a second or foreign language (ESL/EFL), for academic success, and for professional development. Similarly Nga (2012, p. 2) also states that, reading is an essential skill for English as a second or foreign language (ESL/EFL).

Moreover, with strengthened reading skills, ESL/ EFL readers will make greater progress and attain greater development in all academic areas. Alqarni (2015, p. 161) state that reading is not just decoding from a foreign language to a mother tongue but also Some people think reading is a process of

transferring letters, from print pages to sounds. Reading is the foundation for all academic learning in which the students can get the information that can be applied in the next steps of learning process. Reading helps children to develop their vital language skills, to open up new world and to enrich their live, to enchase, and to provide them with fun activity. It is arguable to say that reading plays important part in developing students' knowledge, reading is process of interaction between the reader and the text in order to get information from the text (Devito 2014). Therefore, it can be concluded that in academic process reading is crucial skill for foreign language (ESL/EFL).

In Indonesia nowadays, English has been taught from the early stage of formal education. In the 2013 curriculum, reading is the first priority for students to learn. The curriculum highlights eleventh grade of senior high school should be able to read several texts such as report, narrative, analytic exposition text as stated in basic competence: responding the meaning and theoretical steps an essay using various written language accuracy, fluently, and appropriately in daily contexts and to access knowledge in the form of report, narrative, analytical exposition. Based on Department for Education and Skills (2005, p. 2), reading comprehension is an essential part of the reading process. Meanwhile, Patel and Jain (2008, p. 113) clearly state that reading is an important activity in life with which one can update his or her knowledge. According to Pang, Muaka, Barnbardt, and Kamil (2003, p. 6), reading is about understanding written texts. It is a complex activity, which involves both perception and thought. Reading consists of two related

processes, they are 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. Furthermore, Bahjat, Yamini & Bagheri (2012, P. 99) state that, the main concept in reading skill is 'comprehension'. It is highly valued by students and teachers alike since it enhances the process of language acquisition and helps students to read for different purposes. The most successful readers are those who use cognitive strategies to comprehend the text better.

Unfortunately, the Indonesian students' reading comprehension achievement needs to be developed. Based on the data from Progress in International Reading Literacy Study (PIRLS (2011, p. 3) Indonesian students' reading comprehension achievement is ranked out 42 out of 45 countries which implies that Indonesia students' reading comprehension is still insufficient. Meanwhile, OCED (Organization for Economic Co-operation and Development) which conducted the Program for International Student Assessment (PISA), shows that reading average score of Indonesia students is at the rank of 64th out of 65 countries (PISA, 2012, p. 5). Then, OCED/PISA (2015, p. 7) on the reading ability of students also mentioned that the reading ability of students in Indonesia ranks 69th out of 76th countries surveyed. From the data above, it can conclude that Indonesian students reading achievement still poor.

One of the factors affecting reading comprehension achievement is reading motivation. Reading motivation is very important because in education, it affects the level of the learning of individual and they reflect to their behaviors whether they have learned or not. According to Ahmadi and Hairul (2013, p. 9), reading motivation is becoming more important and focuses on the four skills of listening, speaking, reading, and writing but reading comprehension is most important and facilitate English language learning. Meanwhile, Amundson (2015, p. 7) states that reading motivation and comprehension are two main aspect of creating successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something. Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. In other words, motivation can used by the students to achieve the knowledge, comprehension, or skill.

Furthermore, Castle (2015) states that reading motivation encourages students to practice reading skills and advance their abilities. The primary years is the start to learning to read and has importance. A student's motivation to read is a critical factor in getting him involved in reading and improving his reading skills (Melekoglu & Wilkerson 2013, p. 78). Therefore, reading motivation is vital to the learners' ability to read and comprehend texts purposefully. All English foreign language learners need to enhance their English reading motivation for a better understanding of written texts.

A preliminary study was conducted by interviewing and observeing at MAN 2 Palembang, especially the eleventh grade students. From the interviewing the problem was found that the students faced difficulties in reading comprehension. It was hard for them to understand the content of the text because of their less vocabularies, prior knowledge, and knowledge of the sentence structure. Meanwhile, during do the observations, it was found that the students were bored and unmotivated in teaching and learning process. Some of students just read the text without trying to connect the presented ideas of the text with their thinking patterns. They only focus on some questions presents in the text without comprehending the text overall. However, after checking the data of reading comprehension achievement, the database show that reading comprehension achievement of the eleventh grade students of MAN 2 Palembang need to develop.

In addition to be successful in reading, motivation is important factor. The reasons of why motivation is important factor of students' successful in reading is that motivation has close relation with students in comprehending a text, and students need to have motivation in reading. Students who are motivated tend to devote all his ability to produce optimal learning results as expected, as well as raise awareness in reading. According Anne (2014, p.7) also states that, student motivation and the skill of reading are both essential factors that help to promote student success and life-long learning. Motivation means to make somebody willing; to make somebody feel enthusiastic, interested, and committed to something. Motivation is an important

contributing factor in language learning because learning will be more effective and efficient if it pushed by motivation. It is supported by Santrock (2008, p.438) who states that motivation involves the process that energizes, direct and sustain behavior. In other words, motivation can used by the students to achieve the knowledge, comprehension, or skill. Some studies shows postive correlation between reading motivation and reading comprehension achievement. First, Abdullah (2013) investigated the relationship between students' reading motivation and reading comprehension. They found out that reading motivation had a significant positive effect on the English reading comprehension. Second, Knoll (2000) investigated the relationship between motivation and reading comprehension explained in his study there is strong significant relationship between motivation and reading comprehension. In Saudi Arabia, the level of reading motivation of students is low. In the study of Alsamadani (2001) as cited in Meniado (2016, p. 120), he revealed that 50% of his respondents mentioned that they do not read unless it is required. The problem on low level of reading motivation is a universal problem. Pitcher, Albriht, & Deleny (2007) tried to assess the adolescents' motivation to read and the cause of a decline through a descriptive survey method. Findings revealed that students' motivation to read decline because of the mismatch between what they are asked to read and their preferences. With this, the study concluded that matching students' preferred reading materials and instructional strategies would lead to increased motivation and probably improve reading

performance. They recommended that teachers must be sensitive to students'
purposes and interests.

Referring to the description above, the researcher is interested in
conducting a study entitled The Correlation between Reading Motivation and
Reading Comprehension Achievement of the Eleventh Grade Students of
MAN 2 Palembang.

1.2 The Problems of the Study

In accordance with the problems of this study are formuleted in the
following quetions:

1. Is there any significant correlation between reading motivation and reading
    comprehension achievement of the eleventh grade students of MAN 2
    Palembang?

2. Does reading motivation significantly influence reading comprehension
    achievement of the eleventh grade students of MAN 2 Palembang?

1.3 Objectives of Study

In accordance with the problems above, the objectives of this study
are formuleted in the following quetions:

1. to find out whether there is a significant correlation between reading
    motivation and reading comprehension achievement of the eleventh grade
    students of MAN 2 Palembang.

2. to find out whether reading motivation significantly influences reading comprehension achievement of the eleventh grade students of MAN 2 Palembang.

1.4 Significance of Study

This study is expected to give useful information for the teachers at MAN 2 Palembang about the concept reading motivation and reading comprehension achievement as the factor that can influence the students' success in their study and apply some strategies and teaching methods to make student more interested and motivated during reading process. For the students, this study expected them to know their own reading motivation in order to enhance their abilities in reading comprehension. They are expected to become effective problem solvers and more autonomous in their reading. Furthermore, this study can be a good experience for herself to enlarge her knowledge on educational research on the correlation between reading motivation toward reading achievement. In addition, it also expected that this study would also be useful for the future researchers who are interested in conducting similar study as a reference.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoretical framework, (2) previous related studis, and (3) hypotheses

2.1 Correlational Study

Creswell (2012, p. 21) states that Correlational designs are procedures in quantitative research in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlational analysis. Fraenkel, Norman, and Hyun state that a correlational study describes the degree to which two or more quantitative variables are related, and it does so by using a correlation coefficient (2012, P. 331). There is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when

score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below:

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source: Cohen, Manion Marrison(2007, p 340)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 342) the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researcher seeks to anticipate outcomes by using certain variables as predictors. This design is useful because it helps

anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2005, p. 328) shows that the characteristics of this design are that the researchers typically include the word "prediction" in the title or research questions, measure the predictor variable(A) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012 p. 338).

2.2 The Concept of Reading Motivation

Related to reading activities, motivation is key factor in reading activities, according to Mihandoost (2011, p. 18) Motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that what activates and maintains students' engagement throughout the entire reading process. Beside lay (2011, p. 5) states that motivation involves a constellation of beliefs, perception, values, interest, and action that are closely related." Motivation can focus on cognitive behavior (such as monitoring and strategy use), non-cognitive aspect (such as perceptions, beliefs, and attitude),

or both. Motivation is one of key factors that influence the success of learning, but without motivation, students cannot put their learning achievement well.

Wigfiled, John, Guthrie, and Karen (1996, p. 1) mention motivation in reading questioner (MRQ) can be used by English reading teacher in order to know students' alteration in reading activities that might be accorded during the year; it can be used to generate individuals' profiles of reading motivation. Moreover, it can used to compare the different group of children motivation or middle school. The motivation for reading questioner is designed to asses different aspect of children's' motivation and middle school. the aspect of reading motivation are ; reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading , reading work avoidance, competition in reading, recognition for reading, reading for grade, social reason for reading and compliance(Guthrie et. al. 1996, p. 9). The used of that reading motivation classification are for measuring student's level performance of reading motivation in different aspect categories of reading motivation.

2.2.1 The Concept of Motivation

Motivation has been determine as important aspect in human cognitive process. Some theorist and expert had defined in some ways. The following are definition about motivation. Tella, Ayeni and Popoola (2007, p. 2) argue Motivation is a very important element of behavior. Nevertheless, motivation is not the only explanation of behavior it interacts with and acts in conjunction with other cognitive processes it is essential for someone to

success in doing something. Harmer (2007, p. 27) argue motivation as some kind in internal drive which pushes someone to do thing in order to get something. There are also some terms of motivation angels. Ryan and Deci (2000, p. 55) categorized it into extrinsic an intrinsic motivation.

Related to the academic purpose, Sallal (2014, p. 26) argue that Motivation to learn is a value and a desire for learning "to help pupils value learning". it means that the pupil is not only willing to learn but also cherishes and enjoys the act of learning as well as its outcome. This can occur inside or outside school. As stated above, motivation takes an important part to be success in doing something. The term of academic is closely related to the motivation to learn. Kitjharoonchai (2013, p. 23) implies that motivation the strong desire to learn and the satisfaction experienced in the learning process and the learning outcomes.

In addition, motivation is important in cognitive process. Students' performance in learning can be high or low depends on their motivation. Both interstice and extrinsic motivation drive them to learn. Thus, they are important for the learners in order to be success in learning. In conclusion, when the students are motivated to learn, they will be attaining to the result.

2.2.2 Kinds of Motivation

Motivation was divide into two kinds, which are namely, intrinsic, extrinsic; the following sections explain motivation in more details.

2.2.2.1 Intrinsic Motivation

Deci and Ryan (2000, P. 56) states, intrinsic motivation refers to doing activity for inherent stratification of the activity itself. A person intrinsically motivated if an activity is done for itself and for the pleasure that drives from doing the activity. Holt (2015, p. 17) state extrinsic motivation refers to the external factors that may attribute to students' desire to read. Another definition of intrinsic is Usher, Alexandra; Kober, Nancy (2012, p. 2) Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so. Based on autonomy and competence, interstice motivation is described as situation in which is material is engaged in for its inherent interest and stratification and enjoyment it engenders (Bernard 2010, p. 5). Hairul, Ahmadi, & Pourhossein declare that, intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure. You might say performing one of these activities in reinforcing in-and-of itself (2012, p. 11). Meanwhile Lile (2002, p. 1) state, interstice motivation is motivation from within the students intrinsically motivated students studies because of she/he want to study. In other word, intrinsic motivation refers to motivation that comes from inside an individual rather from external or outside reward.

2.2.2.2 Extrinsic Motivation

Extrinsic motivation is relates to the reward an individual will get as a result of any instrumental actions. Thus it does not basically refer to the

determination in the activities or behavior. The extrinsic motivational factors need to be categorized in the area of their interest. Refer to the motivation that comes from outside rewards, Such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Hopefully the results and suggestions of this research will help the relevant parties take several actions to improve the situations. Therefore, extrinsic motivation is the answer to help the students to feel more confident in answering mathematics examinations or quizzes (Deci & Ryan 2000, p. 60). Furthermore Hairul, Ahmadi and Pourhossein (2012, p. 11) stated that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome.

Lile (2000, p. 1) described, extrinsically motivated students studies and learns for other reasons. Such as students performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade. Although extrinsic motivation can, and should be, used with extrinsically motivated students too. If students are not given a reward or credit for their efforts, and no feedback is given to student, the most students extrinsic motivation would be began to decrease.

2.3 The Concept of Reading Comprehension Achievement

2.3.1 The Concept of Reading

Reading is process of getting information from text or written text more than that, reading also requires the skill of the readers to grasp the

meaning from the text. Linse (2005, p. 69) argue reading is set of skill that involves making sense and driving. Meanwhile, Mikulecky (2008, p. 1) explains that reading is a conscious and unconscious thinking process which requires the reader applies many strategies to get the meaning that the author has. The readers can it by comparing information in text to his or her background knowledge and prior experience. Zare (2013, p. 1566) Reading comprehension has semantics of the text. That reading is a complex cognitive activity that reading is only to is crucial for adequate functioning and for obtaining learn new vocabulary pronunciation of each word. Further, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Plani (2012, p. 92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

2.3.2 The Concept of Reading Comprehension

The main Propose of reading is comprehension or to get meaning from written text. Without comprehension, reading is frustrating, pointless exercise in the word calling it no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect of their entire lives. Snow (2002, p.11) explains Reading comprehension is a process of

simultaneously extracting and construing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity the purpose of reading.

Moreover, reading comprehension is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from a passage or text. Meanwhile Schoenbach et.al (2012, pp. 18-20), state that it is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. As a means of problem solving, reading is considered as an important skill to be taught. God (Al –Alaq, 1-5)

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

Read! In the name of your Lord, who has created (all the exists), has created a man from a clot. Read! And your Lord is the most generous, who has taught (the writing) by the pen. Has taught man that which he knew not (al –alq 96:1-5).

Based on the verse above, it can be seen the massage from Allah SWT is an obligation to read. Allah SWT orders us to read, so we can get much

knowledge. It means that reading is very important. The people will get it much information by reading.

According to Berry (2005, p. 12), there are three different levels of comprehension: literal level, interpretive level, and applied level. At the literal level the massage is clearly stated in the text. The test in this level is objective test. Dealing with true false, multiple choice, and fill in the blank questions. The common types of questions used in this level who, when, what and where questions. At interpretive level the reader are attempting to understand what is implied or meant, breather what is actually stated. The test of this category is subjective, and the type of the questions asked is open-ended, thought provoking question like why, what if and how. At applied level, reader take what was said (literal) and that was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation. In this level, readers are analyzing or synthesizing information and applying it to other importation. Since the subject of this study was tenth graders, the writer used literal and interpretive level of comprehension in the test specification, and it was in with basic competence which stated in English subject syllabus.

Based on the explanations, it can be conclude that reading comprehension is not only the process of constructing meaning from the text but also the skill to understand and interpret the text.

2.3.3 Reading Comprehension Achievement

Achievement is something which people gained by efforts and skill. Lawrance and Vimala (2012, p. 211) declare that academic achievement is measurement of knowledge which gained in formal education usually indicate by test score, grade, grade point, average and degrees. Brinton cited in Sari (2010, p. 23) defined achievement as the specifically students' progress in developing language skill. In addition, Majeed (2015, p. 95) argue achievement refers to the scores gained by applying a reading comprehension test on students who have been involved in the experimental study. Other factors that influence students' achievement are educators and educational staff who are involved in the real teaching and learning process, and some others, such as facilities, management, budged, and learning evaluating in order to produce graduates who are competence.

In this study, reading achievement refers to result of reading test that has administrated to the sample. To obtain the data of the students' reading achievement, TOFEL Junior Standard test reading comprehension section has distributed to the sample. The TOFEL Junior Standard test is designed for in middle school and lower levels of high school ages 11+. However, the test may be appropriate for other students (education testing service (ETS), 2015, p. 2).

2.4 Reading in the Eleventh Grade Level

According to curriculum 2013 the second year students of senior high school are required to master short functional reading text such as; report, narrative, analytical exposition.

1. Report

Reports are uses for many prepossess (the social function): to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment. Report can be used in textbooks, encyclopedias, scientific magazine, historical test, factual reading books, reference books, classroom lesson, environment program, TV documentaries, etc. A report text has its own generic structure, having two components: (1) general classification tells that describe the subject of reports, statements, and classification. (2) Description tells what the phenomenon under discussion; in terms of parts, qualities, habits or behaviors. In this section usually provides overview phenomena that occur; parts, its properties, habit, or behavior. The point is the translations of scientific classification presented. Reports are principally not the same as descriptive text: a descriptive text focus on specific features; a repot text focus with thing in general. The example of report text can be seen below.

Figure 1

<div style="border:1px solid">

Venice

General classification:

Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the "Queen of the Adriatic", "City of Water", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Description:

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses ("vaporetti") which ply regular routes along the major canals and between the city's islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city's landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark's Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially

</div>

Source:http://www.kuliahbahasainggris.com/report-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap/

2. Narrative

A narrative is type of spoken or written text that tells a story of one character or more two face certain problematical situations. The social function is amused, entertain, and deal with actual sensational experience. They are various kind of narrative such as fairy stories, mysteries, since factions, romance, horror, etc. narrative text can be found in short story books, magazine, novels, etc. narrative are popular because they presents plots which consist of complications, one resolutions. The generic structure of narrative usually has for components, one of which optional: (1) orientation it sets the scene and introduces the participants or characters. In that parrot story, the first paragraph is the orientation where reader finds information time and place setting. Readers also get the information on the participant as the background of the story (2) complication it explores the conflict among the participants in the story. It shows the crisis, rising crisis and climax of the story. In the parrot story, paragraph 2, 3, 4 are describing the complication. Readers find that the man faces the problem. The big problem for the man is why the parrot cannot say Catano. To solve it, the man attempted to teach the bird. How hard he tried to teach the bird is the excitement element of the complication. (3) Resolution, it shows the situation which the problems have been resolved. It must be noticed that "resolved" means accomplished whether success or failure. In the last paragraph, readers see the problem is finished. The parrot could talk the word which the man wanted. The parrot spoke the word in higher degree than the man taught. The example of narrative text can be seen below

Figure 2

A smart parrot

Orientation:

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

Complication:

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. "You stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano! Or I will kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner "You are as stupid as the chickens. Just stay with them" Said the man angrily. Then he continued to humble; "You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot". After that he left the chicken house.

Resolution:

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; "Say Catano or I'll kill you".

Source: http://freeenglishcourse.info/example-of-narrative-text-the-smartest-parrot/

3. Analytical exposition

Analytical exposition is type of spoken or written text that is intended (the social function) to persuade the listener or reader that something is in the case. To make persuasion is stronger, the speaker or writer give some argument as the fundamental reasons why something in the case. This type of text can be found in scientific book, journal, magazine, news paper, etc. analytical expositions are popular among science, academic, community, and educated people. The generic structure of an analytic exposition usually has three components: (1) thesis in this section the author introduces the topic or main idea that will be discussed. Thesis has always been in the first paragraph of analytical exposition (2) arguments the topic discussed by the author is a very important topic or need attention. In this section this section the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical expositions have more than two arguments. The more arguments appear, the more confident the reader (3) Reiteration this section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion. The example of Analytical exposition can be seen below.

Figure

The power of music in our life

Thesis:

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere.

Argument:

Music is a way to express feelings. When we fall in love, the kind of music we'd listen to would be all about love. When we're sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we're happy, we'd choose songs with happy tunes too.

Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn't even remember her husband's name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous humanism of a lot people in this world.**Reiteration**:

So what would the world be like without music? It would be lonely

Source:http://www.nurdiono.com/generic-structure-of-analytical- exposition- text.html

2.5 TOEFL Junior

The TOEFL Junior Standard test practice materials used in this book were created by professional test developers at ETS (Educational Testing Service). The test questions in this practice book are an accurate reflection of the questions found in an actual TOEFL Junior Standard test book. TOEFL Junior Standard test is an objective and reliable measure of your English communication skills. the *TOEFL Junior* Standard test measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English-language skills representative of English-medium instructional environments. Usually these students are ages 11+. However, the test may be appropriate for other students. The appropriateness is based on the English-language proficiency of the students. It is an English-language proficiency test that is not based on or limited to any specific curriculum. The *TOEFL Junior* Standard test may not be appropriate for students who have not yet attained a basic level of proficiency. The *TOEFL Junior* Standard test:

1) provides parents, students and teachers with objective information about student progress in developing English-language skills over time

2) serves as a measurement tool to support placement of students into programs designed to increase English-language proficiency levels

3) measures developing English communication skills in preparation for future studies in English

4) offers useful information that can be used for instructional purposes

2.5.1 Test Structure of TOEFL Junior Test

The *TOEFL Junior* Standard test is a paper-based test consisting of 126 multiple-choice questions. It includes three sections — Listening Comprehension, Language Form and Meaning, and Reading Comprehension. Each section contains 42 four-choice questions with a total testing time of 1 hour 55 minutes. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section.

Table 2
Summarizes the structure of the test

Section	Question	Time
Listening Comprehension	42	40
Language Form and Meaning	42	40
Reading Comprehension	42	50

Source: TOFEL Junior Handbook 2015

2.5.2 Test Content

The Listening Comprehension section measures your ability to listen to and understand English for interpersonal purposes, navigational purposes, and academic purposes.

The Language Form and Meaning section measures your ability to demonstrate proficiency in key enabling English skills such as grammar and vocabulary in context.

The Reading Comprehension section measures your ability to read and understand academic and nonacademic texts written in English (TOEFL Junior Handbook, 2015).

2.5.3 Interpreting Scores

TOEFL Junior Standard test scores are determined by the number of questions a student has answered correctly. Some of the questions in the test may not count toward the section or total scores. Of the questions that count, each correct answer counts equally toward the score for that section. The number of correct responses on each section is converted to a scaled score that ranges from 200 to 300 in increments of 5. The total scaled score is a sum of the three section scores, and, therefore, ranges from 600–900 points in increments of 5.

Table 3
Interpreting of the Score

Test Section	Score Range
Listening Comprehension	200–300
Language Form & Meaning	200–300
Reading Comprehension	200–300
Total Score	600–900

Source TOEFL Junior Handbook 2015

To make generalization, then the result of the scale will be categorize onto Common European Framework of Reference (CEFR). The Common European Framework of Reference (CEFR) for reading comprehension achievement. Assessment provides common basis for describing the skill needed to reach different levels of reading achievement and is used by educators, curriculum designers and agencies working in the field of language development (TOEFL Junior Handbook, 2015).

Each section scores will be mapped to the Common European Framework of Reference (CEFR) to help you understand what your scores

mean. The *TOEFL Junior* scores give you as a student the ability to see your

level on a global scale.

Table 4
The Map of CEFR

Section	Below A1	CEFR LEVEL A2	CEFR LEVEL B1	CEFR LAVEL B2
Listening Comprehension	Under 225	225-245	250-285	290-300
Language Form and Meaning	Under 210	210-245	250-275	280-300
Reading Comprehension	Under 210	210-240	245-275	280-300

Source: TOEFL Junior Handbook 2015

The writer decided to use schools' scoring system because the writer

just adopted the question in TOEFL Junior. Furthermore, teachers of English in

MAN 2 commonly used the school's scoring system in other to know students'

reading comprehension achievement.

2.6 Relationship between Reading Motivation and Reading comprehension Achievement

Motivation is also really curial in the process of learning especially in

reading. Guthrie and Wigfield (1997, p. 420) say that motivation in reading is

an important contribution for students to achieve reading comprehensions and

academic success .when student with low motivation likely to have low reading

comprehensions. It means that building motivation is an important first step in

devolving students who will turns as reader. Reed (2005, p. 2) also concludes that good reader tend to be intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject area s. this means, motivation of reader put themselves in frequent time for reading. The more then spend their time for reading, the more proficient they will be, spending time for reading is the key in order to be success in reading. As stated above success in reading bring the students also success in other subjects. Motivation for reading brings a lot of benefit for them, especially for their competency in reading.

The correlation between intrinsic and extrinsic to reading comprehension are related each other. Ryan and Deci (2000, p. 55) say that besides having interstice motivation can also have extrinsic motivation in the process of learning. Although , students who are motivated in reading extrinsically or because of getting reward only, but at the last they will try to comprehend the text. The differences of students who use interstice and extrinsic motivation are students can memories the information that they achieved into a long term memory as the extrinsic motivation.

Middleton (2011, p. 15) emphasize that composition and context of motivation is the important part of reading comprehension abilities. Besides, he also said that reading motivation and reading comprehension have significant genetic influence to the environment. In addition, one importance thing to remember the students cannot be judge whiter they are motivated or not in

reading, students can be motivated readers because of other different reason or purpose of reading (Baker & Wigfeld, 1999, p. 35).

2.7 Previous Related Studies

Pervious study is important enough to the researcher as guide in conducting this study. at the least there are three previous that related to the present study. The first studies conducted by Hidayat (2011) entitled "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 study is Descriptive Research, the population was all of second year consist of 100 students of Islamic junior high school Darusalam. The sample of this study 30 students Random sampling method was used. In collecting data, there are two techniques two collected the data Questioner and Test. The result of this study first, the second year students not have high motivation especially in reading lesson. Students of junior high School Darel Hikmah does not have good Ability in English Reading lesson. And last, there is correlation between Achievement Motivation toward Students' Reading Ability at the second year of Islamic Junior High School Da-rel Hikmah Pekanbaru.

The second research was conducted by Yunus in (2011) entitled "The Contribution Students' Motivation toward Students' Reading Comprehension of the Second Year Students of MAN 2 MODEL Pekanbaru". The design of this research is linear regression design. This research was conducted on July

until August in academic year 2011 /2012. Population of this study was the second year students of Man 2 Model Pekan Baru, there were 9 classes consist of 270 students. Sample of this study 30 students random sampling technique was use, and the result of this study there was strong contribution between reading motivation and reading comprehension achievement.

The third study was conducted by Kaharu (2013) entitled "The Correlation between Students Motivation and Reading Comprehension in Reading English Text research conducted at the seventh grade students of Junior High School 1 Batuda Academic Year 2012/2013)". The purpose of this research is to find out whether motivation and reading comprehension in reading English text have positive correlation or not. The population of this research is seventh grade students of Junior High School 1 Batuda and the sample of this research is 22 students. This research used quantitative correlation research design. It was used questionnaire and reading test to collected the data. In analyzing the data, it is used descriptive and inferential statistic. Based on this finding there is positive correlation between students' motivation and reading comprehension in reading English text. It is proved by the result of the research and testing hypothesis.

Last conducted by Hartati (2015) entitled "The Correlation between Reading Motivation and Reading Comprehension of The First Year Students of SMK Taruna Satria Pekanbaru" The population was all of the first years students of SMK Taruna. then sample of this study was 36 students are taken by using cluster random sampling. In collecting the data, there were 30

questions that included in this test. The duration time for doing the test was 90 minutes. The data was analyzed by calculating the students' reading motivation, the reading comprehension score and correlating the two variables. The students' score are classified into three level of reading motivation; they are: Low, Moderate, and High. After that, the students' score classified into five level mastery of Reading Comprehension; they are: very poor, poor, mediocre, good, and excellent. The data was presented by using graphic. The finding shows that, the coefficient correlation obtained was 0,424. Therefore, it answered the research that there was a relationship between reading motivation and reading comprehension in moderate level. The correlation of intrinsic motivation and reading comprehension is significant in 0,016 by the coefficient correlation 0,399 that considered as low correlation. In another side, the correlation of extrinsic motivation and reading comprehension is significant in 0,000 by the coefficient correlation 0,599 that considered as moderate correlation. It can be concluded that based on the data that was analyzed, the students reading extrinsic motivation influence the students' comprehension more than the intrinsic motivation. In other words, the contribution of reading motivation towards reading comprehension significant enough for the first year students of SMK Taruna Satria Pekanbaru.

2.8 Hypotheses

The hypotheses of this study proposed in the forms of null and research hypotheses below:

1. H_o : There is no significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang

   H_a : There is a significant correlation between reading motivation and reading comprehension achievement of MAN 2 Palembang.

2. H_o : Reading motivation does not significantly influence reading comprehension achievement of the eleventh grade students of MAN 2 Palembang.

   H_a : Reading motivation significantly influences reading comprehension achievement of the eleventh grade students of MAN 2 Palembang.

2.9 Criteria for testing hypotheses

To test the hypothesis above, the researcher will use these criterions from Choen, Minion and Marrison (2007, P.15) those are in the following:

1. The null hypothesis (Ho) is accepted whenever the p-output is higher than 0.05. It means that the alternative hypothesis is (Ha) is rejected.

2. The alternative hypothesis (Ha) is accepted whenever the p-output is lower than 0.05. It means that the null hypothesis (Ho) is rejected.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents: (1) method of the research, (2) variables of research, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, and (6) techniques for analyzing data

3.1 Method of the Research

This study used correlational study, which attempts to measure the relationship between two variables of reading motivation and reading comprehension achievement. The procedure would be that, first; the researcher identifies students reading motivation by using questionnaire. Second, by using reading test, the third step would be that the researcher finds the correlation between variables through SPSS based on the results of the questionnaire, and reading test. Last, explanation and interpretation of the results would be discussed. The research design is as follows:

Figure 4

Research Model

| X | ⟶ | Y |
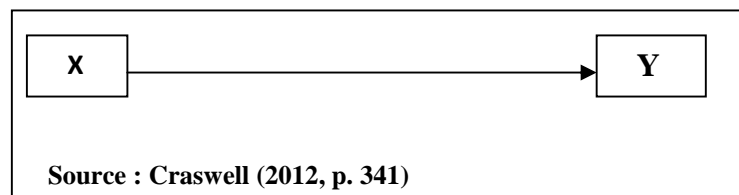
Source : Craswell (2012, p. 341)

In which: X: Reading Motivation

Y: Reading Comprehension Achievement

3.2 Research Variable

A common and useful way to think about variables is to classify them as *independent* or *dependent.* Independent variable is something that hypothesized to influence the dependent variable. The researcher determines what a level of or condition of the independent variable that the participant in the experiment receives. Then, Jack Fraenkel,Norman Wellen, and Helleh hyun (2012, p. 111) mention that an independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable.

Fraenkel,et.al. (2012, p. 111) state that the variable that the independent is presumed to effect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variables does to it. How it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. In this study, the independent variable is reading motivation, while the dependent variable is reading comprehension achievement.

3.3 Operational Definitions

The title of this research is *The Correlation between Reading Motivation and Reading Comprehension achievement of the Eleventh Grade Students of MAN 2 Palembang* in the academic year 2015/2016. Based on the titles above to avoid misunderstanding there are some of definition as they were referred in this study.

First, reading motivation means the students motivation in reading the materials for their English subject. There are two factors effecting reading motivation. Interstice and Extrinsic motivation, student who are motivated tend to do activate for fun or challenge and not because of pleasure or rewards. Therefore students who has Extrinsic motivation is relates to the reward an individual will get as result of any instrumental actions. In this research, students reading motivation were identifying from the questioner they answer. (MRQ) motivation for reading was used created by Wigfiled, John, Guthrie, and Karen, consist of 53 items.

Second reading comprehension achievement means an active process to understand and to get the information from the text and from that effect the level of their achievement. Reading comprehension was obtained from the students reading comprehension test. Which was taken from TOEFL Junior reading section.

3.4 Population and Sample

3.4.1 Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic. The population of the study is 240 students which come from 6 classes at MAN 2 Palembang. Population of the study is presented in the table of population as follow:

Table 5
Population of the Study

No	Class	Number of students		Total
		Male	**Female**	
1	X1 MIA 1	11	25	36
2	X1 MIA 2	22	19	41
3	X1 MIA 3	21	23	44
4	X1 MIA 4	19	24	43
5	XI MIA 5	20	21	41
5	X1 IIS 1	16	19	35
7	X1 IIS 2	19	16	35
8	XI ISS 3	15	21	36
9	XI ISS 4	16	19	35
	TOTAL	159	187	346

Source: MAN 2 Palembang in academic year 2015/2016

3.4.2 Sample

The sample of this study was taken by using purposive sampling method. Purposive sampling (judgmental sampling) is used in both qualitative and quantitative research (Johnson & Christensen, 2012, p. 235). This technique was taken because of some purpose the first based on students background knowledge the same grade of class, material, and characteristic. The second is recommendation of teacher in MAN 2 Palembang to take eleventh grade students MIA 1, 2 and IIS 1, 2 because their reading motivation still low. The table below describes the sample of the study.

Table 6
Sample of the study

No	Class	Number of student		Students
		Male	**Female**	
1	MIA 1	11	25	36
2	MIA 2	22	19	41
3	ISS 1	16	19	35
4	ISS 2	19	16	35
	TOTAL	68	79	147

Source: MAN 2 Palembang in academic year 2015/2016

3.5 Data Collection

In collecting the data, two techniques were used, namely questionnaire and test.

3.5.1 Reading Motivation Questionnaire

In collecting the data about the students' reading motivation, (MRQ) was used by Allan Wigfield, John T. Guthriea, and Karen Mcgough .(1996, p. 11). It is a student rated assessment of the extent to which each student is motivated to read. This questionnaire consists of 53 items. The questionnaire has been translated into Bahasa Indonesia in order to make it easy to be answered by the students, and can be administered in 20 to 25 minutes.

Table 7
Motivation Reading Questioner Items

Categories	Dimensions	Number of items	Sample of item
Competence and efficacy beliefs :	Self-efficacy	3	I 'm a good reader
	Challenge	5	I like, hard challenging books
	Work avoidance	4	I don't like reading something when

			the word are too difficulties
Goals for reading	Curiosity	6	I like to read about new thing
	Involvement	6	I make picture in my hand when I read
	Importance	2	It is important to me to be a good reader
	Recognition	5	I like having the teacher say I read well
	Grade	4	I read to improve my grade
	Competition	5	I like to finish my reading before others students
Social purposes of reading	Social	7	I talk to my friend about what I am reading
	Compliance	6	I read because I have to
Total		53	

Source: Wigfiled, John, Guthrie, and Karen 1996

MRQ uses likert scale with range of 1-4. It consist of very different form me, a little different from me, a little like me, a lot like me. The score of each item described as follows:

Table 8
MRQ Score for Each Option

Category	Score
Very different from me	1
A little different from me	2
A little like me	3
A lot like me	4

Source: Wigfiled et, al. 1996

3.5.2 Reading Comprehension Test

This technique was used to find out the students' reading comprehension achievement. The purpose of this test is to pinpoint strength and weaknesses students' reading comprehension achievement. The test is taken from the TOEFL Junior reading section which consists of 42 in multiple choices, with a total testing time of 1 hour 55 minute.

TOFEL Junior Standard test is an objective and reliable measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 country including Indonesia. It measures the degree to which students in middle school and lower levels of high school have attained proficiency in the academic and social English language skill representative of English-medium instructional environment.

Table 9
The Indicator of TOFEL Junior Reading Comprehension Section

Comprehend the main idea of a text	11,24,25,32
Identify important factual information that supports the main idea	2,3,9,4,5,18,20,22,23,26,28,30,34,36
Make inferences based on what is not explicitly stated in a text	35
Determine the meaning of unfamiliar words or expressions from context	7,11,12,17,19,27,,33,37,40,41
Identify the words that pronouns represent	1,8,21,29,38
Recognize an author's purpose	6,10,13,9,10,14,15,16,31,42

Source: TOFEL Junior reading comprehension handbook 2015

3.6 Validity and Reliability of the Instrument

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of the influence a researcher makes (Fraenkel et.al, 2012, p. 147). Therefore Lois Choen, Lawrence Manion and Keith Morrision (2007, p. 146) explain that reliability is Synonym for dependability, consistency and replicability overtime, over instruments and over groups of respondents.

3.6.1 Validity and Reliability of the Questionnaire

In this study, ready made questioner was used in knowing students reading motivation, the reading motivation questioner (MRQ) was designed by Guthrie et.al (1996). An initial version of the MRQ containing 82 items was developed, with 7 or 8 items measuring each of the proposed dimensions (with the exception of reading importance, which was measured by an existing 2-itemscale developed by Eccles et, al. 1983). This scale was given to fourth and fifth graders in an elementary school in the fall and the spring of a school year. Various analyses of children's responses to the questionnaire were done to evaluate how well the items and scales worked. Based on these analyses (Wigfield & Guthrie, 1995), 29 of the original 82 items were eliminated. The current version of the MRQ contains 53 items are valid. Meanwhile the internal consistency reliabilities of these scales were computed, at both the fall and spring times of measurement. These reliabilities give an indication of the extent to which the items on each scale cohere; values greater than .70 are preferable. The reliabilities are presented in Table 10. As can be seen in the table, some of

the scales showed reasonable internal consistency, and others did not. The most reliable scales included Reading Challenge, Reading Curiosity, Aesthetic Enjoyment of Reading, and Social Reasons for Reading, Reading Competition, and Reading Recognition. The reliabilities of these scales ranged from adequate to good. The reliabilities for the other scales were poorer (although some approached adequacy), suggesting that the items proposed to form these scales in fact did not cohere as well.

Table 10
Reliabilities for Reading Motivation Scale

Scale	Fall	Spring
Reading efficiency	63	68
Reading challenge	58	80
Reading curiosity	70	76
Aesthetic enjoyment of reading	72	76
Importance of reading	59	52
Reading recognition	69	69
Reading for grades	59	43
social reasons for Reading	78	72
Reading competition	75	81
Compliance	62	55
Reading work avoidance	44	60

Source: Wigfiled et.al.1996

3.6.2 Validity and reliability of the reading comprehension test

In this research TOFEL Junior Test was used. TOFEL Junior Standard test is an objective and reliability measure of English communication skill. It was launched on October 2010 and has been administered in more than 50 countries including Indonesia. It measure the degree to which students in middle school and lower level of high school have attained proficiency in the academic and social English language skill representative of English- medium

instructional environment . This kind of test measure the English proficiency of students age 11+ years old. However this test maybe appropriateness is based on the English language proficiency of the students (TOFEL Junior Handbook, 2015).

The reading comprehension test consists of 42 items in multiple choice questions, each with the four answer choices. The test has three sections, reading comprehension section is the third in the test. It is designed to measure the test taker's ability to reading for instructional, social and academic purposes.

3.7 Data Analysis

There were two kinds of data would be analyzed, namely the data from questionnaire and from test. There are two statistical analysis of this study; (1) reading motivation, (2) reading comprehension achievement.

3.7.1 Analysis of Reading Motivation Questionnaire

Guthrie 's et al (1996) Motivation For Reading Questioner (MRQ) was the broadest instrument designed to measure students' motivation in reading motivation questioner consist of 53 items. To detriment the level of students reading motivation, the means score were computed through descriptive statistic. the researcher divided the level of students reading motivation into three interval levels, the level were high motivation ,moderate

motivation and low motivation reading motivation result would be describe into values, as follows :

Table 11
Categories of Reading motivation

Score Interval	Categories
53-106	Low level of motivation
107-160	Medium level of motivation
161-212	High level of motivation

Source: Oztruk and Grabuz (2012)

If the students get the score of 53-106, they were consider to have low level of reading motivation, those who belong the score 107-160 it means they were in medium level of reading motivation. When students' score was 161-212 it was considered to have high level of reading motivation.

3.7.2 Analysis of Reading Comprehension Test

The students reading comprehension will be by calculating correct answers. The correct answer was scoured 1 and the incorrect answer 0.Since there were 42 items, there were 42 points of the highest score. The result of students' reading comprehension was taken from the numbers of the right answer divide to the total number of the test times 100.

$$R \quad t \quad S \quad = \frac{n \quad o \quad the\ c \quad a}{the\ t \quad n \quad o \quad the\ t} \times 100$$

Based on the students' score the percentage range and qualifications were used to see whether the students has very poor, poor, average, good, and very good.

Table 12
Range of students reading achievement

No	Percentage Range	Qualification
1	86-100	Very good
2	71-85	Good
3	56-70	Average
4	41-55	Poor
5	0-40	Very poor

Source: MAN 2 Palembang

3.8 Prerequisite Analysis

3.8.1 Normality Test

In this study, normality test was used to find out whether the collected data from Wigfield reading motivation and reading comprehension test was normal or not. Creswell (2012, p. 614) confirms that the distributions of data (normal or not) will determine what statistical test will be used in analyzing relationship hypothesis. The writer used I-sample kolmogorov-smirnov in SPSS. If p-value is higher than .05 then it was normal and vice versa.

3. 8.2 linearity test

Linearity test is used to see if the data from tests was linear or not. The data can be classified into linear when the p-output is higher than 0.05, the two variables were linear. Linearity test in SPSS was used.

3.9 Hypotheses Testing

3.9.1 Correlation Analysis

In finding the correlation, reading motivation and reading comprehension of the study the procedure will be. Firstly, the data from the questionnaire would be analyzed to determine the students' reading motivation by observing the item in the column. Each item is scored from 1 to 4 scale; higher scores mean stronger of the item. A total score can be derived by summing up the scores of all the items. Secondly, the students' reading test will analyzed by using TOFEL scoring test.

Above all, to find out the correlation between reading motivation and students' reading comprehension achievement, Person Product Moment (SPSS) computer program will be employed. To analyze the data obtained from the questionnaire and the test.

3.9.2 Regression Analysis

After researches find out the correlation between reading motivation and reading comprehension achievement, the researcher was used regression analysis to know if the reading motivation influences their reading comprehension achievement of the eleventh grade students of MAN 2 Palembang. Furthermore, to answer the reasons why the correlation and influence between two variables may occur, descriptive analysis would be use.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1 Research Findings

There were two kinds of research findings in this study: (1) the result of students' reading motivation, and (2) the result of reading comprehension achievement.

4.1.1 Result of Students' Reading Motivation

There were 147 eleventh grade students of MAN 2 Palembang were choosen as sample by using purposive sampling technique. However, 129 students participated in this study, the other 18 students were absent when this study was conducted. The 53 items of questionnaire scale reading motivation (MRQ) was employed to investigate the students' reading motivation. The MRQ was rated by four-point Likert scale, ranging from four points "a lot like me" to one point "very different for me" for negative wording (i.e.item,4,6, and 25). Meanwhile, the positive wording (i.e. item, 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, and 53) were rated from one point "very different from me" to four point "a lot like me". A higher score indicate higher degree of reading motivation.

The descriptive statistical analysis of MRQ for the participants is shown below. The maximum score is 184 while the lowest score is 102. The mean of reading motivation score of the participants is 129 and the standard deviation is 21,317.

Table 13
Descriptive Analysis of Reading Motivation

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
READING MOTIVATION	129	102	184	141,66	21,317
Valid N (listwise)	129				

Then, it was reveled that from the questionnaire, the three level of reading motivation were all perceived by the students with different number. The details are as follow:

Table 14
Distribution of Students Reading Motivation

Category	Score Interval	Frequency	Percentage
High Motivation	161-212	26	20,2%
Medium Motivation	107-160	93	72,1%
Low Motivation	53-106	10	7,8%

The result showed that there are 26 students (20,2%) who are indicated as highly motivated, then, there are 93 students (72,1%) who are indicated as moderately motivated. And last, 10 students (7,8%) who are indicated as low motivation. In conclusion, it was revealed that from the questionnaire, moderate motivation was the most perceived type of reading motivation.

4.1.2 Result of students' Reading Comprehension Achievement

Reading comprehension section of the TOEFL Junior Standard was used to measure students' reading comprehension achievement. It consists of 42 items and distributed in 40 minutes.

The descriptive statistical analysis of reading comprehension for the participant are shown in table 15. The maximum score is 90, and the minimum score is 40. The mean of reading score for the participants is 66, and the standard deviation is 12,124. The mean score indicates the level of reading comprehension achievement of participants is average.

Table 15
Descriptive Analysis of Reading Comprehension Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
READING COMPREHENSION ACHIEVEMENT	129	40	90	65,90	12,124
Valid N (listwise)	129				

For each category, not all of 129 students had very good reading comprehension in independent user level. There are some students in basic user level. The distributions are presented in the following table 16:

Table 16
Distribution of Students Reading Comprehension Achievement

No	Score Interval	Frequency	Category	Percentage
1	86-100	11	Very Good	8,5%
2	71-81	44	Good	34,1%
3	56- 70	45	Average	34,9%
4	41- 45	23	Poor	17,8%
5	0- 40	6	Very Poor	4,7%

The result showed that the students were included in five category. 11 students had very good reading achievement (8,5%), 44 students had good reading comprrehension achievement (34,1%), 45students had average reading achievement (34,9%), 23 students had poor reading achievement (17,8%), and 6 students had very poor reading achievement (4,7%). From the distribution above, it was found that "average" was the most frequent level of students' reading achievement (34, 9%).

4.2 Prerequisite Analysis

There were three statistical analyses that the researcher applied in this study:

1. The statistical of normality and linearity
2. The statistical analysis of correlation analysis between students reading motivation and their reading comprehension achievement in all participants
3. The statistical analysis of regression analysis between students' reading motivation and their reading comprehension achievement in all participants.

4.2.1 Normality Test and Linearity test

Normality test and linearity test was conducted prior to data analysis through SPSS 23rd version for windows. In terms of correlation and regression, it was necessary to know whether the data was normal and linear for each variable.

4.2.2 The Result of Normality Test

The data are interpreted normal if p> 0.05. If p<0.05, it means the data are not normal. *One-Sample Kolmogorov-Smrinov* test was used to see the normality of the instrument. The result of normality test shown in table 17 indicate that the data from each variable were all normal since the p-values (.200) for reading motivation and .013 for reading comprehension achievement were higher than 0.05

Table 17

Normality Test

One-Sample Kolmogorov-Smirnov Test

		READINGMOTIVATION	READINGCOMPREHENSIONACHIEVEMENT
N		129	129
Normal Parameters[a,b]	Mean	141,66	65,90
	Std. Deviation	21,317	12,124
Most Extreme Differences	Absolute	,061	,089
	Positive	,050	,052
	Negative	-,061	-,089
Test Statistic		,061	,089
Asymp. Sig. (2-tailed)		,200	,013

a. Test distribution is Normal.

The normal Q-Q PLOT of each variable is illustrated in the following figures :

FIGURE 5. Distribution of Reading Motivation
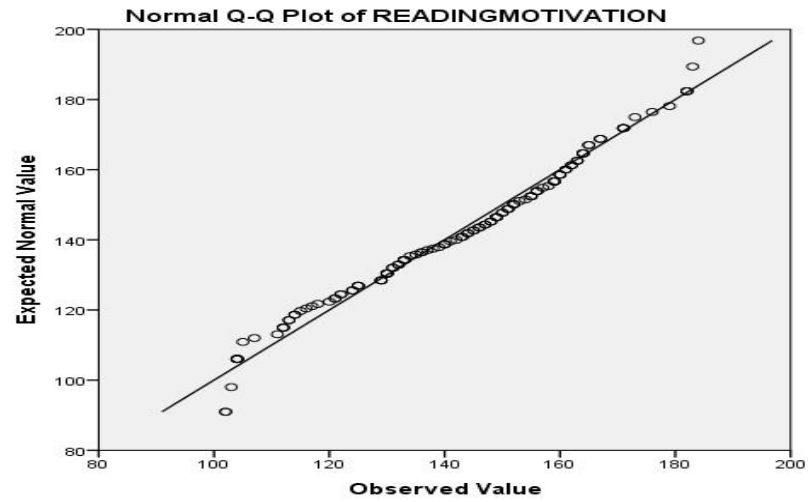
Figure 6. Distribution of Reading Comprehension Achivement
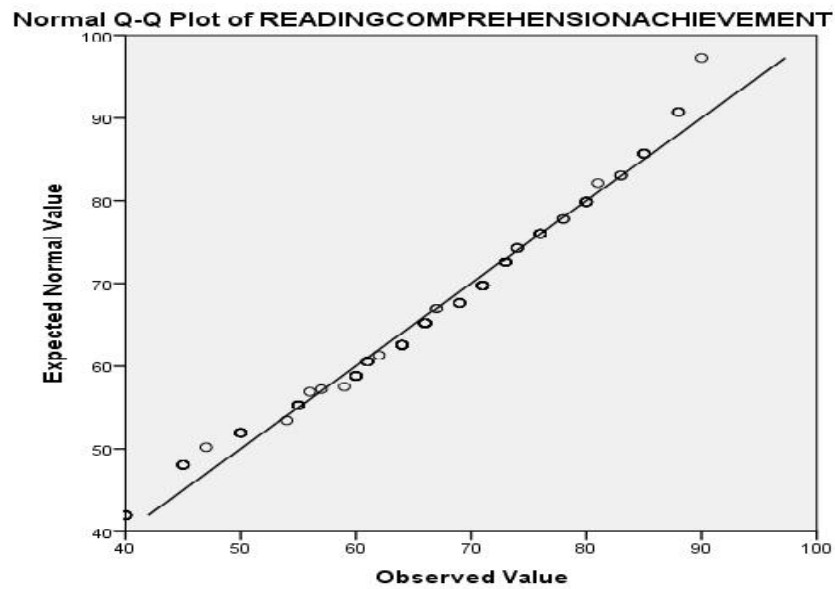
4.2.3 The Result of Linearity Test

For linearity test, deviation of linearity was obtained. If higher then 0.05, the two variables are linear. The result showed that, the deviation from linearity between reading motivation and reading comprehension was .011. Therefore, all of the data were linear for each correlation and regression.

Table 18
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
READING COMPREHENSION ACHIEVEMENT * READING MOTIVATION	Between Groups	(Combined)	14111,740	62	227,609	3,2195	,000
		Linearity	6353,400	1	6353,400	89,181	,000
		Deviation from Linearity	7758,340	61	127,186	1,785	,011
	Within Groups		4701,950	66	71,242		
	Total		18813,690	128			

4.3 Correlations Between Students' Reading Motivation and Their Reading Comprehension Achievement

This section answered the first research problem by analyzing the result of descriptive statistic for the questionnaire and reading comprehension.

Based on the Person Product Moment Correlation Coefficients, the result indicate fair corelation between reading motivation and reading comprehesion achivement since the r (.581) was higher then r *table* (.171), then the lavel of probably *(p)* significance sig 2 tale was (.000) which means that p .000 was lower then (0.5). Thus, there was a significances correlation between reading motivation and their reading comperhesion achivement.

Table 19
Correlation between reading motivation and reading
comperhesion achievement

Correlations

		READINGCOMPREHENSIONACHIEVEMENT	READINGMOTIVATION
READINGCOMPREHENSION ACHIEVEMENT	Pearson Correlation	1	,581[**]
	Sig. (2-tailed)		,000
	N	129	129
READINGMOTIVATION	Pearson Correlation	,581[**]	1
	Sig. (2-tailed)	,000	
	N	129	129

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

4.3.1 Influance of Students Reading Motivation and Their Reading Comprehension Achievement

To answer the second research problem. the result of descriptive statistic for the Reading Motivation (MRQ), and reading comprehension achievement were applied.

In addition, since there was a significant correlation between reading motivation and reading conprehension achievement, it can be inferred that reading motivation has significant influance on their reading comprehension achievement. However, regression analysis was still used to find out if students reading motivation influenced their reading comprehension achievement.

The result indicate that students reading motivation influenced reading comprehension achivement significantly with T-value (8,047) was higher than T-table (.656) with sig (,000) was lower then probablitiy (.05). Therefore, there was significant influance between students reading motivation

toward reading comprehension achievement of the eleventh garde students of

MAN 2 Palembang. It means that there was a significant influance of students

reading motivation on their reading comprehension achievement.

Table 20
The Regression Analysis of students reading motivation and reading comprehension achivement.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19,081	5,883		3,243	,002
	READINGMOTIVATION	,331	,041	,581	8,047	,000

a. Dependent Variable: READINGCOMPREHENSIONACHIEVEMENT

In addition, to know the percentage of reading motivation influance on

reading comprehension achievement, R-square was obtained. The result of the

anlaysis revealed that the R square (R2) was ,338. It means that students

reading motivation gave significant effect in the lavel of 33,8% toward reading

achivement, and 66,2 was unexpalind factor value. Table 21 is shown as the

result of model summary follow.

Table 21

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,581[a]	,338	,332	9,905

a. Predictors: (Constant), READINGMOTIVATION

4.3.2 Interpretation

Based on to the analyses of the result of questionnaire and reading

test, it revealed that motivation had positive significant correlation with reading

comprehension achievement. Also, there was positive siginificant influance of reading motivation and reading comprehension achievement

First, based on the result of Person Product Moment correlation, it was found that there was medium significant correlation between reading motivation and reading comperhension achievement of the eleventh grade students of MAN 2 Palembang which indicates that reading motivation had medium realtion to their reading comprehension achievement.

The explenation to support this finding is that from the eleventh grade students, the writer believe that not only motivation of students which can guarantee them to success in learning English, but students also must have other personality factors (interest, intelligence, anxiety, and etc) and external factor (media, teaching method, environment, and etc). Guthrie, Wigfield, and Humenick (2006) conclude that two of the biggest influences on reading are teachers and parents. If a student is positively exposed to reading outside of school, he or she will be more motivated to read in school.

In addition, to look deeper into detail the process of the study, the writer perceived there were some factors affecting the result of the present study such as the uncontrolled situation in which the questionnaires were completed. For examples, noises distraction, discussing questions and responses with other respondents to complete the questionnaires, honesty and seriousness given to fill out the questionnaires, or even respondents' health was not good. The writer believes that those other factors give dominat effect to their reading. Denis (2008) as cited in Gilakjani and Soburi (2016, p. 182) also

said environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios. Shehu (2015, p. 28) argue that one factor that effect reading comperhesion achievement are reading material, teachers of reading and questioning strategies.

Although, there is not much research on reading motivation and reading comprehension support this findings of the study. The result of this present study was in accordance based on result Harati (2011) who found the coefficient correlation between reading motivation and reading comprehension achievement obtained was, 424. It means that there was medium relationship between rioningeading motivation and reading comprehension achievement. Medillton (2011) in this study found moderate significant correlation between reading motivation (r-64). Dimar (2012) also found there is medium significant correlation between reading motivation and reading comprehension achievement, and the coefficient correlation was (0.483).

There are two factors influence the students' reading comprehension achievement besides motivation and they are related one another, they are: internal factor and the external factor. The internal factor means the factor which come from the reader himself or usually known as personal factor,

because the factor has existed inside the reader. This factor dealt with self-motivation and interest. The external factor has close relationship with reading material and teacher of reading. They are related one another. The students' achievements' in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements or the students.

Second, by looking at the result, the writer concludes that motivation influences students' reading comprehension achievement and students who have higher motivation tend to have better reading achievement. The result was also supported by previous research by Aprilia (2011) she found that motivation has significant influence toward English achievement. While, the rest of students who had high motivation, they did not get high score in reading test and vice versa. This phenomenon was caused by other factor besides motivation such as their intelligence, attitude, interest etc. The value of regression showed that the coefficient influence value of X towar dY was 0.234. It means that contribution of students' motivation in reading comprehension achievement was 23.4% while other 76.6% was influenced by other factors.

BAB V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents (5.1) conclusions, and (5.2) suggestions.

5.1 Conclusions

After the research was conducted at the eleventh grade students of MAN 2 Palembang, the major findings are summarized as follows.

First, according to the result of reading of motivation scale (MRQ), the level of eleventh grade students' reading motivation was medium. Then, the result of reading motivation achievement indicated that their reading comprehension belonged to good category.

Second, based on the result of Pearson product moment correlations between reading motivation and reading comprehension achievement is .587, it classified in medium correlation. The research's result can be interpreted that students' motivation has moderate effect in reading comprehension achievement. It means that there are other factors, which influence students' reading comprehension achievement besides motivation such as intelligence, attitude, interest, language-learning strategies etc. The students who have motivation toward English affect their reading willingness to read as well as their participation and commitment to study well because motivation is one of factors which determines the success of failure in second language learning which can influences frequency of using learning strategies, willpower of learning, and the persistence in learning

5.2 Suggestions

Based on the previous conclusions about the findings of this study, the researcher would like to suggest the students to keep building their motivation about reading so it will give positive contribution on their reading comprehension. Not only for the students, but also the teacher to motivate their students more about the importance of reading to contribute their role as motivator for the students.

The researcher would like to propose some recommendations to the English teacher, the teacher should motivate their students more about the importance of reading to contribute their role as motivator for the students. The teacher should be taken some efforts to develop students" motivation and encourage them to practice in reading comprehension. The teacher also needs to apply some reading strategies that which are suitable for the students.

The researcher would like to recommend other researcher to conduct such research upon other language skills, in language learning (speaking, listening and writing). It purposed to help researcher and reader to draw a holistic picture about reading motivation and reading comprehension

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Appendix K

One-Sample Kolmogorov-Smirnov Test

		READINGMOTIVATION	READINGCOMPREHENSIONACHIEVEMENT
N		129	129
Normal Parameters[a,b]	Mean	141,66	65,90
	Std. Deviation	21,317	12,124
Most Extreme Differences	Absolute	,061	,089
	Positive	,050	,052
	Negative	-,061	-,089
Test Statistic		,061	,089
Asymp. Sig. (2-tailed)		,200[c,d]	,013[c]

a. Test distribution is Normal.

Appendix N

Correlations

		READINGCOMPREHENSIONACHIEVEMENT	READINGMOTIVATION
READINGCOMPREHENSIONACHIEVEMENT	Pearson Correlation	1	,581[**]
	Sig. (2-tailed)		,000
	N	129	129
READINGMOTIVATION	Pearson Correlation	,581[**]	1
	Sig. (2-tailed)	,000	
	N	129	129

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

Appendix G

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
READINGMOTIVATION	129	102	184	141,66	21,317
Valid N (listwise)	129				

Appendix I

Statistics

READINGMOTIVATION

N	Valid	129
	Missing	0

READINGMOTIVATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	102	2	1,6	1,6	1,6
	103	1	,8	,8	2,3
	104	6	4,7	4,7	7,0
	105	1	,8	,8	7,8
	107	1	,8	,8	8,5
	111	1	,8	,8	9,3
	112	3	2,3	2,3	11,6
	113	2	1,6	1,6	13,2
	114	2	1,6	1,6	14,7
	115	1	,8	,8	15,5
	116	1	,8	,8	16,3
	117	1	,8	,8	17,1

118	1	,8	,8	17,8
120	1	,8	,8	18,6
121	2	1,6	1,6	20,2
122	2	1,6	1,6	21,7
124	2	1,6	1,6	23,3
125	3	2,3	2,3	25,6
129	3	2,3	2,3	27,9
130	5	3,9	3,9	31,8
131	2	1,6	1,6	33,3
132	2	1,6	1,6	34,9
133	4	3,1	3,1	38,0
134	1	,8	,8	38,8
135	1	,8	,8	39,5
136	2	1,6	1,6	41,1
137	1	,8	,8	41,9
138	1	,8	,8	42,6
139	1	,8	,8	43,4
140	3	2,3	2,3	45,7
141	1	,8	,8	46,5
142	1	,8	,8	47,3
143	3	2,3	2,3	49,6
144	2	1,6	1,6	51,2

145	2	1,6	1,6	52,7
146	2	1,6	1,6	54,3
147	2	1,6	1,6	55,8
148	2	1,6	1,6	57,4
149	4	3,1	3,1	60,5
150	2	1,6	1,6	62,0
151	3	2,3	2,3	64,3
152	3	2,3	2,3	66,7
153	1	,8	,8	67,4
154	1	,8	,8	68,2
155	3	2,3	2,3	70,5
156	3	2,3	2,3	72,9
157	1	,8	,8	73,6
158	1	,8	,8	74,4
159	4	3,1	3,1	77,5
160	3	2,3	2,3	79,8
161	2	1,6	1,6	81,4
162	2	1,6	1,6	82,9
163	2	1,6	1,6	84,5
164	4	3,1	3,1	87,6
165	2	1,6	1,6	89,1
167	2	1,6	1,6	90,7

171	4	3,1	3,1	93,8
173	1	,8	,8	94,6
176	1	,8	,8	95,3
179	1	,8	,8	96,1
182	3	2,3	2,3	98,4
183	1	,8	,8	99,2
184	1	,8	,8	100,0
Total	129	100,0	100,0	

Appendix J

Statistics

READINGCOMPREHENSIONAC
HIEVEMENT

N	Valid	129
	Missing	0

READINGCOMPREHENSIONACHIEVEMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	4,7	4,7	4,7
	45	6	4,7	4,7	9,3
	47	1	,8	,8	10,1
	50	6	4,7	4,7	14,7
	54	1	,8	,8	15,5
	55	9	7,0	7,0	22,5
	56	1	,8	,8	23,3
	57	1	,8	,8	24,0
	59	1	,8	,8	24,8
	60	8	6,2	6,2	31,0
	61	5	3,9	3,9	34,9
	62	1	,8	,8	35,7

64	9	7,0	7,0	42,6
66	13	10,1	10,1	52,7
67	2	1,6	1,6	54,3
69	4	3,1	3,1	57,4
71	13	10,1	10,1	67,4
73	9	7,0	7,0	74,4
74	3	2,3	2,3	76,7
76	8	6,2	6,2	82,9
78	2	1,6	1,6	84,5
80	8	6,2	6,2	90,7
81	1	,8	,8	91,5
83	2	1,6	1,6	93,0
85	5	3,9	3,9	96,9
88	3	2,3	2,3	99,2
90	1	,8	,8	100,0
Total	129	100,0	100,0	

Appendix K

Detrended Normal Q-Q Plot of READINGMOTIVATION
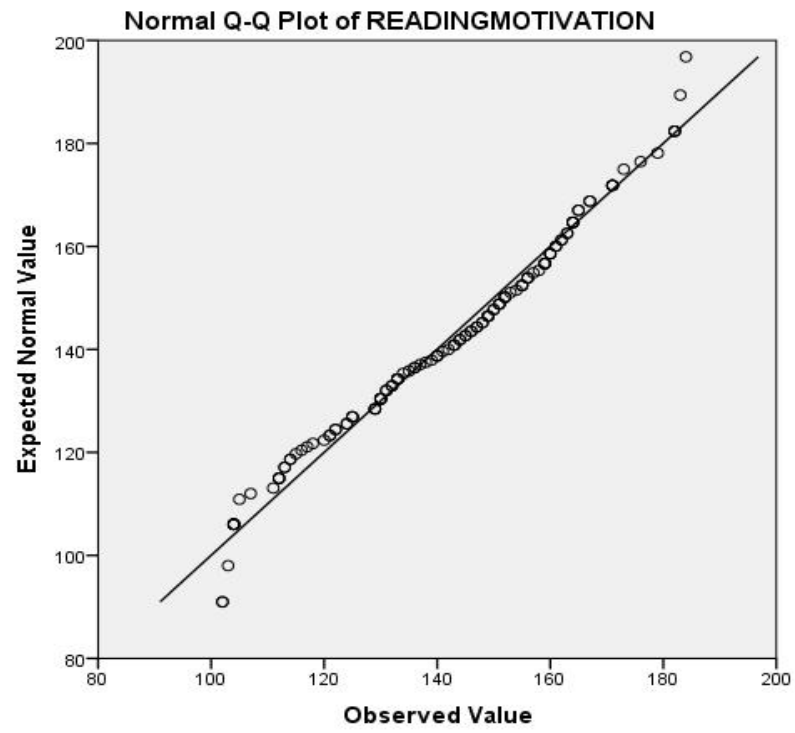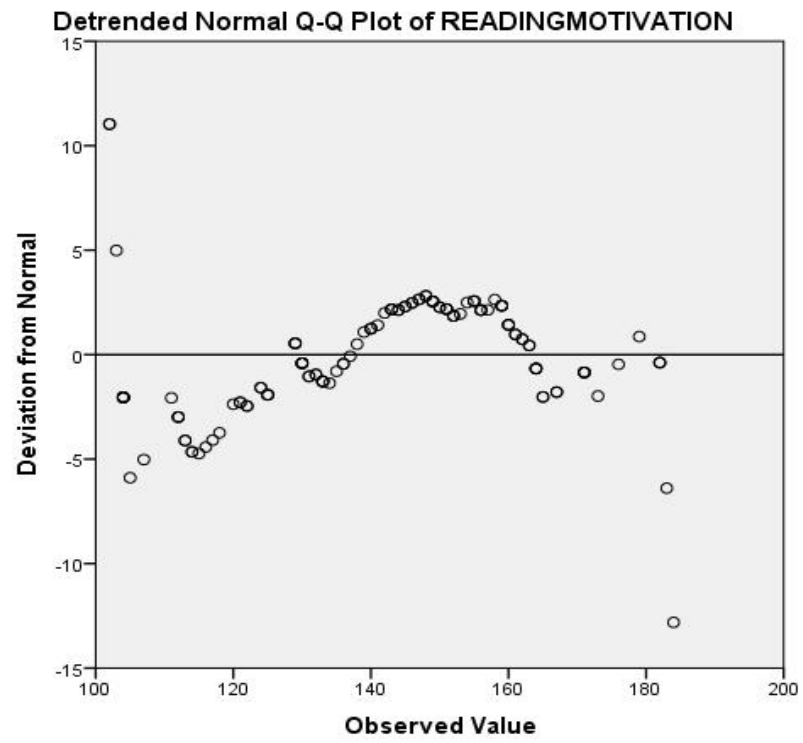
Appendix H

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
READINGCOMPREHENSIONACHIEVEMENT	129	40	90	65,90	12,124
Valid N (listwise)	129				

Appendix L

Normal Q-Q Plot of READINGCOMPREHENSIONACHIEVEMENT

Detrended Normal Q-Q Plot of READINGCOMPREHENSIONACHIEVEMENT
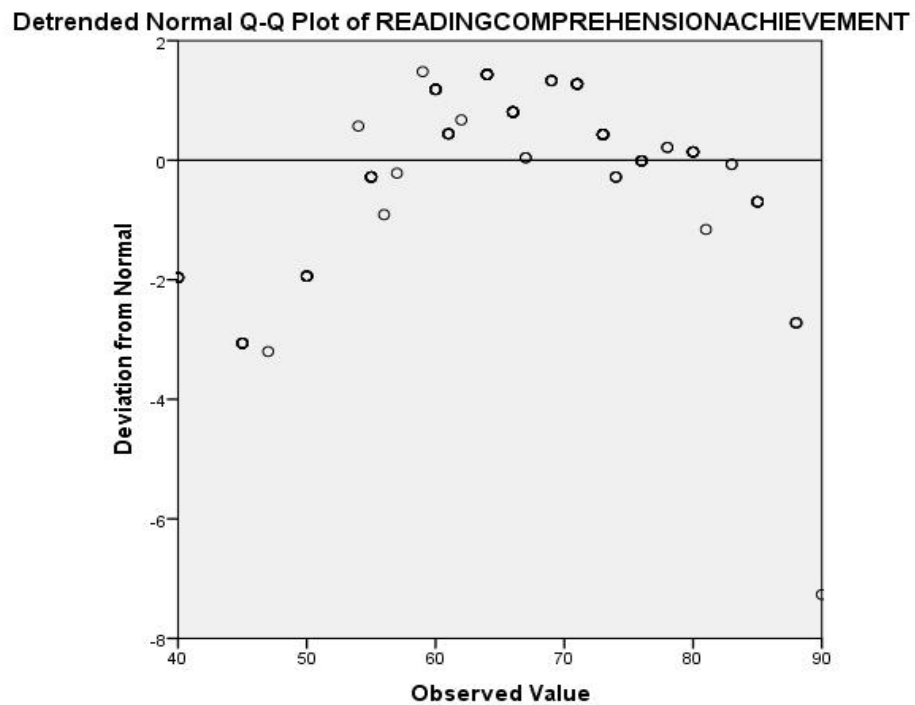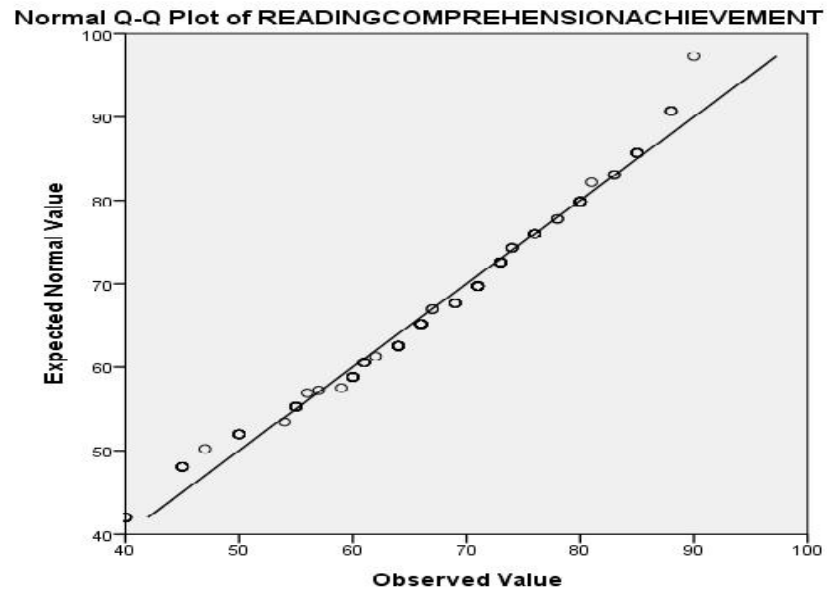
Appendix O

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	READINGMOTIVATION[b]	.	Enter

a. Dependent Variable:
READINGCOMPREHENSIONACHIEVEMENT

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,581[a]	,338	,332	9,905

a. Predictors: (Constant), READINGMOTIVATION

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6353,400	1	6353,400	64,756	,000[b]
	Residual	12460,290	127	98,113		
	Total	18813,690	128			

a. Dependent Variable: READINGCOMPREHENSIONACHIEVEMENT

b. Predictors: (Constant), READINGMOTIVATION

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19,081	5,883		3,243	,002
	READINGMOTIVATION	,331	,041	,581	8,047	,000

a. Dependent Variable: READINGCOMPREHENSIONACHIEVEMENT

Appendix M

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
READINGCOMPREHENSIONACHIEVEMENT * READINGMOTIVATION	129	100,0%	0	0,0%	129	100,0%

Report

READINGCOMPREHENSIONACHIEVEMENT

READINGMOTIVATION	Mean	N	Std. Deviation
102	47,50	2	10,607
103	45,00	1	.
104	43,33	6	4,082
105	45,00	1	.
107	56,00	1	.
111	66,00	1	.
112	64,00	3	3,464
113	52,50	2	3,536
114	57,00	2	9,899
115	71,00	1	.
116	73,00	1	.
117	60,00	1	.
118	73,00	1	.
120	55,00	1	.
121	63,50	2	3,536
122	75,00	2	1,414
124	66,00	2	,000
125	56,00	3	9,849
129	51,67	3	7,638
130	66,60	5	6,504
131	79,50	2	4,950
132	73,50	2	9,192
133	63,75	4	16,860

134	66,00	1	.
135	71,00	1	.
136	66,00	2	,000
137	69,00	1	.
138	64,00	1	.
139	73,00	1	.
140	61,00	3	5,196
141	64,00	1	.
142	55,00	1	.
143	69,67	3	8,505
144	65,50	2	7,778
145	68,00	2	11,314
146	50,50	2	14,849
147	60,50	2	,707
148	57,50	2	4,950
149	66,25	4	2,062
150	52,50	2	3,536
151	73,33	3	5,859
152	65,00	3	9,539
153	73,00	1	.
154	88,00	1	.
155	68,67	3	4,041
156	68,67	3	12,662
157	76,00	1	.

158	66,00	1	.
159	75,00	4	4,690
160	77,33	3	7,095
161	70,00	2	18,385
162	73,00	2	,000
163	60,50	2	19,092
164	74,25	4	10,844
165	61,50	2	16,263
167	86,50	2	2,121
171	79,00	4	5,831
173	71,00	1	.
176	55,00	1	.
179	80,00	1	.
182	83,67	3	5,508
183	85,00	1	.
184	85,00	1	.
Total	65,90	129	12,124

APPENDIX P

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
READING COMPREHENSION ACHIEVEMENT * READING MOTIVATION	Between Groups	(Combined)	14111,740	62	227,609	3,2195	,000
		Linearity	6353,400	1	6353,400	89,181	,000
		Deviation from Linearity	7758,340	61	127,186	1,785	,011
	Within Groups		4701,950	66	71,242		
	Total		18813,690	128			

Measures of Association

	R	R Squared	Eta	Eta Squared
READINGCOMPREHENSIONACHIEVEMENT * READINGMOTIVATION	,581	,338	,866	,750

Appendix R