

**THE CORRELATION BETWEEN STUDENTS' LEARNING
MOTIVATION AND THEIR READING COMPREHENSION AT SMP
NEGERI 9 LANGSA**

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MOTIVATION AND THEIR READING COMPREHENSION AT SMP
NEGERI 9 LANGSA**

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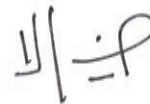
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Yang memohon Pernyataan



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DEDICATION

My beloved father, Ngadio
My beloved mother, Suriyani

MOTTOS

**“DO NOT GRIEVE OVER WHAT HAS PASSED UNLESS IT MAKES
YOU WORK HARDER FOR WHAT IS ABOUT TO COME.”**

[Umar Bin Khattab]

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Langsa, December 11st 2023

Lilis Yuslita

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ABSTRACT

Lilis Yuslita, 2023. The Correlation Between Students' Learning Motivation and Their Reading Comprehension at SMP Negeri 9 Langsa.

Supervisor (1)Wahidah, M.Ed **(2)**Shafrida Wati, MA

The objectives of this study were to find out the students' learning motivation in reading comprehension and to find out the correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa. The research used quantitative method and correlational research as design. The population of the study was the seventh grade students of SMP Negeri 9 Langsa in academic year 2023/2024 with total number 158 students. The sample in this study was 31 students. Instruments for data collection were the questionnaire to find out students' motivation and the reading comprehension test. Pearson Product Moment was used to analyze the data and the hypothesis testing was computed by applying SPSS version 22. The result of questionnaire, it was found that there were 5 students (16,13%) who were very highly motivated, 9 students (29,03%) who were highly motivated, 13 students (41,94%) who were medium motivated, and 4 students (12,90%) who were low motivated. In conclusion, the questionnaire revealed that medium motivation was the most perceived type of reading motivation. The result of reading comprehension test, it was found that the students were included in three category. 3 students had very good reading achievement (9,68%), 15 students had good reading comprehension achievement (48,39%), and 13 students had average reading achievement (41,93%). From the distribution above, it was found that "good" was the most frequent level of students' reading comprehension achievement (48, 39%). It can be concluded that there is a significant correlation between students' motivation and their achievement in reading because the correlation coefficient was 0.658. It was classified into high correlation . Thus, there is a significant correlation between learning motivation and reading comprehension. The result can be interpreted that students' motivation had strong effect to reading comprehension skill. It is suggested the English teachers have to create teaching strategies that will motivate the students to read in class.

Keywords: *Correlation, Students' Motivation, and Reading Comprehension.*

CHAPTER I

INTRODUCTION

A. Background of Study

English roles as the first foreign language either in formal or informal institution in Indonesia. In formal educational institutions English is taught to students from elementary up to university level. In elementary level, English is taught as a local-content subject. In junior and senior high school, English is taught as a compulsory subject, and in university level, English is taught as a complementary subject. Language as a means of communication and social contact, the National Language, as well as regional languages do not demand the possibility of us communicating using foreign language, this shows that the important role of language leads to elements of wealth at the level of mastery and vocabulary.

English is as an international language should be learned by many people especially who aim to master English. The ability to use English as international Language is a way to be success in many aspects of life and also English is a language which dominate communication e to connect and transfer knowledge in the society. So, the important English in this era make English becomes one of important subject sthat must be studied of students. English as the foreign language has an important position in all levels of school in Indonesia. It is considered as one of compulsory subjects since in the junior high school up to

university. English is also one of subject that must be based on educational curriculum.

School as a means of education has a responsibility for helping students to develop their English, especially reading skills. Having good reading skills students can acquire all the knowledge, skills and values necessary for their success in school and in everyday life.¹ Reading activities make students add information and become intelligent, critical and have high analytical power to reflect, think and develop creative thinking. Given the important role of reading for student development, teachers need to encourage their students to read correctly and selectively. Teachers must have sufficient competence regarding the substance of reading and the ability to manage learning reading skills.²

Reading is one of the skills that students of junior high school should master. Reading without understanding does not mean reading. Many factors influence the success of the task. Those factors come from inside or outside the learners' individual, both related to linguistic and non-linguistic aspects. It should become the priority in teaching reading of Indonesian. Although teaching English emphasizes teaching reading skills, English teachers still have short coming making it a success. Some students always read English text word by word or

¹Ferawaty Puspitorini, "Correlation Between Learning Motivation and Reading Comprehension Achievement at the X Grade Students of SMAN 8 Bekasi", *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 2021, 126–131.

²Sulistia Ningrum and Saiful Anwar Matondang, "The Correlation between Students' Motivation and Achievement in Reading Comprehension" *The International Journal of Social Sciences and Humanities Invention*, 5(7), 2017, 75-87.

sentence by sentence before they comprehend the text's message. This only makes them feel bored and give up reading.³

Reading is a process where the mind without any help other than the words in the reading can increase understanding. In order to reach the level of understanding in reading activities, it requires certain skills. In addition, reading exercises are needed is not an independent activity, but a synthesis of various process incorporated into an active reader attitude. Reading is a physical and mental activity. Reading gives information and knowledge that are useful for life. Therefore it is very important to instill an interest in reading from an early age so that it becomes a deep foundation that promote reading to the next level. Reading is not an activity that stands alone, but a synthesis of various processes that are incorporated into an active reader's attitude.⁴

Moreover, motivation to learn is very important for the realization of learning achievement. For this reason, students must have the ability to motivate themselves since it is truly required to gain such achievements. Motivation to learn is the overall driving force for students who lead activities and provide direction on learning activities. Thus, motivation is born from the need to achieve the goal.⁵ According to the theory of human needs, motivation in learning refers

³Puspitorini, "Correlation Between Learning Motivation And Reading Comprehension Achievement at The X Grade Students of SMAN 8 Bekasi", *International Journal of English and Applied Linguistics (IJEAL)*, 1(2), 2021, 126-131.

⁴*Ibid*

⁵W. S. Winkel, *Educational Psychology and Learning Evaluation*, (Jakarta: Gramedia, 2003), p.49.

to meeting the needs.⁶ Less successful learners tend to have self-motivated difficulties such as lack of purpose, verbal reinforcement, and self-control.⁷

Motivation is used to show a situation in a person that comes from a need and it activates or evoke behavior that is usually directed to satisfy that need. The motives that arise for physiological needs are called drives. Given that it is important motivation for students in learning. Then teacher is expected to generate students' learning motivation in this case many ways that can be done. Creating certain conditions can generate motivation to learn. According to Nidayah and Hermansyah, "Motivation has an important role in the teaching-learning process especially in understanding reading comprehension."⁸ So it can be assumed that the students with high motivation to learn English will be more successful than those with low inspiration or no reason.

However, learning to develop reading ability so far is still not running well. There are still many students who think reading is a learning activity that tends to make them bored and lazy to understand the contents of a text. Students are less active because they think reading is a less fun learning. This is due to the lack variety of methods used by the teacher in conveying reading learning so that students' activeness in interacting with the teacher or with other students is not affected and it affect the results of their understanding of reading material. This condition occurred at the seventh grade of SMP Negeri 9 Langsa.

⁶A. Maslow, *Motivation and Personality*, (New York: Harper & Row, 1981), p.102

⁷O. A. Sogunro, "Motivating Factors for Adult Learners in Higher Education", *International Journal of Higher Education*, 4(1), 2014, 22–37.

⁸Nurul Hidayah and Fiki Hermansyah, "Hubungan Antara Motivasi Belajar Dan Kemampuan Membaca Pemahaman Siswa Kelas V Madrasah Ibtidaiyah Negeri 2 Bandar Lampung Tahun 2016/2017", *Jurnal Pendidikan dan Pembelajaran Dasar*, 3(2), 2016, 1–21,

The students are having problem in reading habits. Some of them consider reading as a learning activity that tends to make them bored and lazy to understand the contents of the reading itself, students are less active because they think reading is learning that is less fun and they are more likely to make noise in the classroom. This is due to the lack variety of methods used by the teacher in teaching reading so that students' activeness in interacting with the teacher or with other students can affect the results students' understanding of reading material. In the otherhand, students' learning motivation is still lacking given by the teacher, resulting in low learning motivation in learning reading comprehension that also occurs in the seventh grade of SMP Negeri 9 Langsa. Good reading comprehension skills will not be maximally achieved if students do not have the motivation to learn. A number of interactive based learning methods or strategies have been tested, but the results are still unsatisfactory because many students only rely on results of their friends' work when they were given class assignments.

In order to improve the learning conditions for reading skills in the seventh grade of SMP Negeri 9 Langsa, teachers should implement the learning process by involving students actively and creatively. As a facilitator, the teacher must have many skills in choosing strategies, media, tools and learning resources. Students have different preference of learning, there are students who prefer to discuss and there are also students who like hands-on practice. This is what is often called a learning style. So as to help students learn effectively, the pleasure in learning is as much as possible to be considered by the teacher to accommodate

these needs. In addition, the atmosphere in learning reading comprehension must be truly conducive so that students are motivated and concentrate on reading in the comprehension process. Therefore, it is necessary to research students' motivation to learn English especially in reading comprehension.

Therefore, the researcher intended to conduct a research entitled
“The Correlation Between Students` Learning Motivation and Their Reading Comprehension at SMP Negeri 9 Langsa.”

B. Problem of Study

Based on the background of the problem that have been stated above, the research questions of this study are:

1. How is the students` learning motivation in reading comprehension at the seventh grade of SMP Negeri 9 Langsa?
2. How is the correlation between students` learning motivation and their reading comprehension at at the seventh grade of SMP Negeri 9 Langsa?

C. Purpose of Study

Based on the problem research above, the purpose of this study is are:

1. To find out the students` learning motivation in reading comprehension at the seventh grade of SMP Negeri 9 Langsa.
2. To find out the correlation between students` learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa.

D. Significance of Study

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. Theoretically, the results of this research are expected to be useful for readers, to enrich their insights into English learning theory. The results of this research are also expected to be useful for researchers for further studies.
2. Practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
 - a. For English teacher, this research is expected to be useful for teachers to improve and create their skills in teaching English especially in teaching reading comprehension.
 - b. For the students, this research is expected to be useful information for the students to encourage them to master the skills.
 - c. For the researcher, this research is expected to give the information and knowledge about the correlation between students' learning motivation and the reading comprehension.

E. Research Hypothesis

Ho : There is no correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa.

Ha : There is a correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa.

CHAPTER IV

RESEARCH FINDING DISCUSSION

A. Findings

As explained in the previous chapter, the researcher conducted a research about the correlation between students' learning motivation and their reading comprehension at SMP Negeri 9 Langsa. The research finding presents and discusses to answer of the research problems. There were four kinds of research findings in this study: 1) Validity and Reliability test, 2) the result of Questionnaire, 3) the result of reading comprehension test, and 4) the result of correlation between students' learning motivation and students' reading comprehension. This research was held in SMP Negeri 9 Langsa in the seventh grade students academic year 2023/2024. The populations in this research were all seventh grade students of SMP 9 Langsa consisted of five classes. To select the sample, the researcher applied simple random sampling technique through lottery technique. The researcher picked VII.3 which was consist of 31 students as the sample of this research.

There were two kinds of instrument used in this research. Those were questionnaires and reading comprehension test. This research started on Friday, 24th November 2023 by giving a questionnaire to 31 students. There were two kinds of questionnaire, those were questionnaire of students' motivation which consisted of 10 questions and students' reading comprehension which consisted of 10 questions. So, the total of questionnaire was 20 items. Next, after the data from

the questionnaires were collected, the researcher conducted reading comprehension test on Saturday, 25th November 2023 to 31 students. The test used to determine students' reading comprehension which consisted of 20 questions in multiple choice form. Finally, after the researcher analyzed both of the data, to find out the correlation between students' learning motivation and students' reading comprehension of seventh grade students at SMP Negeri 9 Langsa by applying the formula of Pearson's Product Moment correlation. The result findings of the research were explained, as follows:

1. The Result of Validity and Reliability Test

It is critical for the researcher to validate the instrument before conducting the study. Therefore, the researcher conducted instrument to confirm the validity and realibility of the instrument.

a. Validity Test

Validity test from the research was done by calculating the correlation between the value of r_{value} from each participant's answer and the value of r_{table} . The value of r_{table} for $N = 30$ was 0,361 at the level significance of 5% and 0,463 at the level 1%. Every item was considered as valid if the r_{value} was bigger than r_{table} at the level significance of 5%, and considered as not valid if the r_{value} was smaller than r_{table} at the level significance of 5%.

The validity test of the MRQ (Motivation Reading Questionnaire) developed by Watkins and Coffey was as below:

Table 4.1

Validity Test of Motivation Reading Questionnaire

Statement	R value	R table 5%	Criteria
1	0.395	0.361	Valid
2	0.452	0.361	Valid
3	0.423	0.361	Valid
4	0.380	0.361	Valid
5	0.362	0.361	Valid
6	0.401	0.361	Valid
7	0.366	0.361	Valid
8	0.402	0.361	Valid
9	0.382	0.361	Valid
10	0.372	0.361	Valid
11	0.440	0.361	Valid
12	0.386	0.361	Valid
13	0.514	0.361	Valid
14	0.401	0.361	Valid
15	0.375	0.361	Valid
16	0.404	0.361	Valid
17	0.542	0.361	Valid
18	0.419	0.361	Valid
19	0.368	0.361	Valid
20	0.478	0.361	Valid

The validity test of the reading comprehension test which the researcher took from the test in class VII.1 could be reported as below:

Table 4.2

Validity Test of Reading Comprehension Test

Statement	R value	R table 5%	Criteria
1	0.386	0.361	Valid
2	0.570	0.361	Valid
3	0.544	0.361	Valid
4	0.478	0.361	Valid
5	0.411	0.361	Valid
6	0.496	0.361	Valid
7	0.480	0.361	Valid
8	0.445	0.361	Valid
9	0.609	0.361	Valid

10	0.634	0.361	Valid
11	0.506	0.361	Valid
12	0.580	0.361	Valid
13	0.534	0.361	Valid
14	0.408	0.361	Valid
15	0.425	0.361	Valid
16	0.502	0.361	Valid
17	0.369	0.361	Valid
18	0.412	0.361	Valid
19	0.372	0.361	Valid
20	0.431	0.361	Valid

The validity test was done using SPSS 22.0 software. From the test, it showed that the MRQ Questionnaire was valid and the questions of the reading comprehension test were valid, as well.

b. Reliability Test

The reliability test was taken after the instrument passed the validity test. Reliability test refers to consistency if the instrument is considered reliable if *alpha Cronbach* is bigger than r_{table} at the level significance of 5% and the instrument is not considered reliable if *alpha Cronbach* is smaller than r_{table} at the level significance of 5%. The following were the results of the reliability test from each variable:

Table 4.3

Reliability Test of Motivation Reading Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,547	20

The computation showed that the coefficient reliability of Motivation Reading Questionnaire was 0.547 ($0.547 > 0.361$). It could be said that the MRQ was reliable and consistent.

Table 4.4

Reliability Test of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,674	20

The computation showed that the coefficient reliability of reading comprehension test was 0.674 ($0.674 > 0.361$). It could be concluded that the instrument of reading comprehension test was reliable and consistent, as well.

2. The Result of Questionnaire

The questionnaire consists of 20 items and administered in 10 to 15 minutes. The analysis of questionnaire was used likert scale with range of 1-4. The score of students' motivation and students' reading comprehension described as follows:

Table 4.5

The Students' Score of Motivation Reading Questionnaire

Students	Students' Motivation Score	Students' Reading Comprehension Score	Total Score
Student 1	36	34	70
Student 2	36	32	68
Student 3	35	35	70
Student 4	35	33	68
Student 5	36	36	72

Student 6	35	32	67
Student 7	32	31	63
Student 8	35	35	70
Student 9	34	31	65
Student 10	34	32	66
Student 11	36	35	71
Student 12	34	31	65
Student 13	35	33	68
Student 14	34	34	68
Student 15	36	33	69
Student 16	34	31	65
Student 17	34	34	68
Student 18	35	31	66
Student 19	34	36	70
Student 20	35	33	68
Student 21	37	37	74
Student 22	38	36	74
Student 23	33	35	68
Student 24	35	31	66
Student 25	35	34	69
Student 26	37	33	70
Student 27	34	32	66
Student 28	38	34	72
Student 29	34	34	68
Student 30	36	36	72
Student 31	35	35	70
Σ	1087	1039	2125
Mean	35,04	33,48	68,54

From the data above it was known that the highest score of students' motivation in reading was 74, whereas the lowest score 63. The respondents' descriptive statistical analysis of questionnaire was shown below:

Table 4.6

Descriptive Statistics Analysis of Questionnaire

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Students' Motivation i	31	63,00	74,00	2125,00	68,5484	2,60562
Valid N (listwise)	31					

As shown in the table 4.6 above, the respondents' descriptive statistical analysis of questionnaire was shown that the maximum score was 74.00 while the minimum score was 63.00. The respondents' mean score was 68.54 with a standard deviation was 2.605. Determining the category of students' motivation in reading by using five scale standard. The result was as follow:

Table 4.7

Distribution of Students' Motivation in Reading Comprehension

Category	Score Interval	Frequency	Percentage
Very High Motivation	72-74	5	16,13%
High Motivation	69-71	9	29,03%
Medium Motivation	66-68	13	41,94%
Low Motivation	63-65	4	12,90%
Very Low Motivation	60-62	-	-

The result showed that there were 5 students (16,13%) who were very highly motivated, 9 students (29,03%) who were highly motivated, 13 students (41,94%) who were medium motivated, and 4 students (12,90%) who were low motivated. In conclusion, the questionnaire revealed that medium motivation was the most perceived type of reading motivation.

3. The Result of Reading Comprehension

Reading comprehension test was used to measure students' reading comprehension. Students' reading comprehension will be by calculating correct answers. The correct answer was scored 5 and the incorrect answer 0. Since there were 20 items, there were 100 points of the highest score. The data that were collected as follow:

Table 4.8

The Students' Score of Reading Comprehension Test

Students	Answer		Total Score
	Correct	Incorrect	
Student 1	14	6	70
Student 2	17	3	85
Student 3	13	7	65
Student 4	12	8	60
Student 5	14	6	70
Student 6	15	5	75
Student 7	16	4	80
Student 8	16	4	80
Student 9	12	8	60
Student 10	13	7	65
Student 11	15	5	75
Student 12	16	4	80
Student 13	13	7	65
Student 14	16	4	80
Student 15	17	3	85
Student 16	12	8	60
Student 17	14	6	70
Student 18	15	5	75
Student 19	18	2	90
Student 20	13	7	65
Student 21	13	7	65
Student 22	15	5	75
Student 23	18	2	90
Student 24	18	2	90
Student 25	15	5	75
Student 26	14	6	70
Student 27	15	5	75
Student 28	15	5	75
Student 29	15	5	75
Student 30	13	7	65
Student 31	16	4	80
Σ			2290
Mean			73,87

From the data above it was known that the highest score of students' reading comprehension test was 90, whereas the lowest score 60. The respondents' descriptive statistical analysis of reading comprehension test was shown below:

Table 4.9

Descriptive Statistics Analysis of Reading Comprehension Test

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Students' Reading Comprehension Test	31	60,00	90,00	2290,00	73,8797	8,84757
Valid N (listwise)	31					

As shown in the table 4.9 above, the respondents' descriptive statistical analysis of reading comprehension test was shown that the maximum score was 90.00 while the minimum score was 60.00. The respondents' mean score was 73.87 with a standard deviation was 8.847. Determining the category of students' reading comprehension test by using five scale standard. The result was as follow:

Table 4.10

Distribution of Students' Reading Comprehension

Category	Score Interval	Frequency	Percentage
Very good	86-100	3	9,68%
Good	71-85	15	48,39%
Average	56-70	13	41,93%
Poor	41-55	-	-
Very poor	0-40	-	-

The result showed that the students were included in three category. 3 students had very good reading achievement (9,68%), 15 students had good reading comprehension achievement (48,39%), and 13 students had average

reading achievement (41,93%). From the distribution above, it was found that “good” was the most frequent level of students’ reading comprehension achievement (48, 39%).

4. The Result of Correlation Analysis

This section answered the research problem by analyzing the result of descriptive statistic for the questionnaire and reading comprehension. In analyzing the correlation, the researcher used Pearson Product Moment Correlation. The variables are correlated if:

1. The significant < 0.05 , it means the variables are correlated.
2. The significant > 0.05 , it means the variables are not correlated.

And if the Pearson Product Moment Correlation with critical $r_{value} > r_{table}$ with the level of significance 5%. The variables are correlated if:

1. Pearson Correlation $> r_{table}$, it means the variables are correlated.
2. Pearson Correlation $< r_{table}$, it means the variable are not correlated.

The result of Pearson Product Moment in this research can be seen in the table below:

Table 4.11

The Result of Correlations

Correlations		Learning Motivation	Reading Comprehension
Learning	Pearson Correlation	1	,764
Motivation	Sig. (2-tailed)		,000
	N	31	31

Reading	Pearson Correlation	,764	1
Comprehension	Sig. (2-tailed)	,000	
	N	31	31

The hypothesis (allegation) that the researcher proposes is H_0 : There is no correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa. Whereas, H_a : There is a correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa. The basis of making decision was, first if the significance value or Sig. (2 - tailed) is higher than 0.05 then H_0 is accepted and H_a is rejected, the second if the significance value or Sig. (2 - tailed) is lower than 0.05, H_0 is rejected and H_a is accepted.

Based on the table 4.11, the result of Pearson Product Moment correlation above showed that the correlation coefficient or the $r_{value} > r_{table}$. R_{value} was higher than R_{table} . R_{value} was 0.764 and R_{table} was 0.344. The level of significance (sig. 2-tailed) was 0.000 and it was lower than 0.05. Therefore, there was sufficient evidence to suggest that the hypothesis was accepted. The result can be stated that there was a significant correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa. Based on the correlation coefficient proposed by Cresswel, the degree of correlation coefficient was in strong correlation scale. It can be seen that the result of pearson correlation shows 0.764 and based on the range of the coefficient interval that 0.60 – 0.799, it can be concluded as a strong or high correlation.

B. Discussion

In this section, the researcher would like to discuss the findings of the research. In this research, there were two instruments, questionnaire and test. Analysis technique that used in this research was Pearson Product Moment correlation that has purposed to know correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa in the academic year 2023/2024. The sample of this research was seventh grade students at SMP Negeri 9 Langsa. There were 31 students as sample in this research.

The aim of this research was to find out the correlation between students' learning motivation and their reading comprehension at the seventh grade of SMP Negeri 9 Langsa. After the researcher conducted the Pearson Product Moment correlation analysis, the researcher found out that r_{value} or correlation coefficient was 0.764 and it was higher than r_{table} 0.344 from $N=31$ and the level of significance 5% ($r = 0.000 < 0.05$). It means that students' learning motivation had correlation to students' reading comprehension. Based on the level of correlation scale by Cresswel, the result of r_{value} or correlation coefficient was 0.764 then there was strong correlation between students' learning motivation and their reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After the research was conducted at the class VII.3 students of SMP Negeri 9 Langsa, the results are summarized as follows. First, the students' learning motivation level at class VII.3 students of SMP Negeri 9 Langsa was medium. The category table for students' learning motivation shows that the percentage was 41,94. As a result, it is possible to conclude that students' motivation in reading comprehension was medium. Second, based on an analysis of students' reading comprehension test, the researcher discovered that the quality of reading comprehension at VII.3 students of SMP Negeri 9 Langsa of was high. According to the category table of students' reading comprehension test, the percentage was 48,39. Third, the researcher concludes that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted based on the hypothesis testing described above. It can be seen from the result of r_{table} with the N was 31. The result of r_{table} of the degree of significance 5% = 0.344. So $r_{value} > r_{table}$ (0.764 > 0.344). The researcher concludes there is a significant correlation between students' reading motivation and their reading comprehension with the very strong correlation.

B. Suggestions

Based on previous results from this study, the researcher makes some recommendations to the students, teachers, principal, and researcher. In order to improve students' reading comprehension, the researcher would like to encourage students to continue developing their reading motivation. The researcher would like to make some suggestion to English teachers in order to improve students' motivation or reading habit. The teacher should teach students on the importance of reading in order to fulfill to their role as a motivator for the students. The principal can also motivate their students to succeed by encouraging them to achieve the expected academic results. Furthermore, other researchers can conduct the research by applying student motivation to other variables or applying the same variables to different samples to obtain a better result.