THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION AT SMAN 1 KOTA BENGKULU

THESIS

By:

Hesy Dwi Fitriyanti

SRN. 1811230066

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE EDUCATION

TARBIYAH AND TADRIS FACULTY

UIN FATMAWATI SUKARNO BENGKULU

2022

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject : Hesy Dwi Fitriyanti
NIM : 1811230066

To : The Dean of Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Hesy Dwi Fitriyanti
NIM : 1811230066
Title : "The Correlation Between Students' Motivation and Their Reading Comprehension at SMAN 1 Kota Bengkulu".

Has already fulfilled the requirements to be present before the the board of examiners (munaqosyah) to gain Bachelor English Education.
Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, 16 August 2022

First Advisor	Second Advisor
Dr. Syamsul Rizal, M.Pd	**Feny Martina, M.Pd**
NIP. 196901291999031001	**NIP.198703242015032002**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
FAKULTAS TARBIYAH DAN TADRIS
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

RATIFICATION

This is to certify the thesis entitled : **THE CORRELATION BETWEEN STUDENTS' MOTIVATION AND THEIR READING COMPREHENSION AT SMAN 1 KOTA BENGKULU** by **Hesy Dwi Fitriyanti** (1811230066) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Dr. Edi Ansyah, M.Pd : .....
NIP. 197007011999031002

Secretary
Hengky Satrisno, M.Pd.I : .....
NIP. 199001242015031005

Examiner I
Riswanto, Ph.D : .....
NIP. 197204101999031004

Examiner II
Hanura Febriani, M.Pd: : .....
NIP. 199002142020122004

Bengkulu, 16 August 2022
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mas Mulyadi, M.Pd
NIP. 197005142000031004

MOTTO

"Life in this world is not always about happiness and always saying Alhamdulillah because Allah is still by your side".

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. My beloved parents (Mr. Haryanto (Alm), and Mrs. Zuzana Erna Mulyati, love and respect are always for them. Thanks a lot Bapak and Mamak for your love, pray, advices, motivations, suggestions, support, care and patienceto make my education successful. I love you so much Bapak and Mamak. You are the best parents my life. May Allah SWT bless both of you always in the world and in heaven as well.
2. My beloved sister Hetty Kurnianti and my brother in law Sardi Pratama thank you for motivates, help, advices, love and spirit during my educationand also give me support when I was feeling down and certainly my beautiful niece Harika Auristela that always makes me happy.
3. My lovely brother Hafiizh Akbar. Thanks for your prayer and support.
4. My first advisor Dr. Syamsul Rizal, M.Pd and My second advisor Feny Martina, M.Pd who had given the guidance till this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.

5. My big family who always supports and motivates me, and also look at me by Allah's side. Thank you for always regarding me as a good and nice girl and for teaching me the real meaning of life.
6. My lovely friends (Anggun, Nanda, Chista, and Sisi) Thanks for support, help and gatherness. You are the best friends that I ever had and also my friends that cannot mentioned always giving support and helping me.
7. All of my lecturers UIN Fatmawati Sukarno Bengkulu.
8. All of my sweet classmates (VIII B) thanks for making wonderful story for 4 years
9. All my friends at English study program in academic 2018 who also prayed and gave encouragement.
10. All of people who ever been in my life and asked me "kapanwisudah?" thanks to always take care to me and giving aamiin in every duas that I pray to Allah SWT.
11. My Green Almamater UIN Fatmawati Sukarno Bengkulu.
12. Last but not least, I wanna thank me, I wanna thank me for doing all this hard work, I wanna thank me for never quitting, I wanna thank me for always being a giver, I wanna thank me for tryna do more right than wrong and I wanna thank me for having the strength and teamwork necessary to complete this thesis preparation. You did it !

PRONOUNCEMENT

Name : Hesy Dwi Fitriyanti

NIM : 1811230066

Study Program : English Study Program

Faculty : Tarbiyah andTadris

I hereby sincerely state that the thesis titled **"The Correlation Between Students' Motivation and Their Reading Comprehension at SMAN 1 Kota Bengkulu"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis andacademic degree.

Bengkulu, 16 August 2022

Stated By

Hesy Dwi Fitriyanti

NIM: 1811230066

SURAT PERNYATAAN

Yang bertandatangan di bawahini:

Nama	: Hesy Dwi Fitriyanti
Nim	: 1811230066
Program	: Tadris Bahasa Inggris
JudulSkripsi	: The Correlation Between Students' Motivation in Reading and Their Reading Comprehension in SMAN 1 Kota Bengkulu

Telah melakukan verifikasi plagiasi melalui program https://www.turnitin.com/ Skripsi ini memiliki indikasi plagiasi sebesar 27 % dan dinyatakan dapat diterima.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya dan untuk dipergunakan sebagaimana semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Bengkulu, 2022

Yang menyatakan,

Hesy Dwi Fitriyanti
NIM. 1811230066

Mengetahui
Ketua Tim Verifikasi,

Dr.Edi Ansyah, M.Pd
NIP. 197007011999031002

ACKNOWLEDGMENT

Alhamdulillah all praise be to Allah SWT, the single power, the Lord of the universe, Master of the day of judgment, God all mighty, for all blessings and mercies so that the researcher able to finish Thesis entitled: "The Correlation Between Students' Motivation in Reading and Their Reading Comprehension at SMAN 1 Kota Bengkulu". Peace in upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like to expresses her deepest thank to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Zulkarnain, M. Pd as the Rector of UIN Fatmawati Sukarno Bengkulu
2. Dr. Mus Mulyadi, M. Pd, as the Dean of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu
3. Risnawati, M. Pd as the Head of Tadris Department of UIN Fatmawati Sukarno Bengkulu
4. Feny Martina, M. Pd, as the Head of Program Study of English Education of UIN Fatmawati Sukarno Bengkulu

5. Dr. Syamsul Rizal, M.Pd as the first advisor for his guidance, precious, advices, and motivation for the researcher.
6. Feny Martina, M. Pd as the second advisor for her patient in advices the researcher.
7. All of lecturers who teach the researcher from first semester to eighth semester UIN Fatmawati Sukarno Bengkulu
8. All of staff administration of Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu

Bengkulu, 16 August 2022

The Researcher

Hesy Dwi Fitriyanti
SRN. 1811230066

ABSTRACT

Hesy Dwi Fitriyanti, 2022. The Correlation Between Students' Motivation and Their Reading Comprehension at SMAN 1 Kota Bengkulu.

Advisor: 1. Dr. Syamsul Rizal, M.Pd

2. Feny Martina, M.Pd

This study's objective was to determine whether or not there was a significant correlation between students' motivation in reading and their reading comprehension. This research approach that used quantitative with research design was correlation. The population of this research was tenth grade science students at SMAN 1 Bengkulu, and the sample was the students of X IPA 3 that consisted of 36 students. The instruments of this research were questionnaires and test. The questionnaire was to measure students' motivation, and the test was to measure students' reading comprehension. After getting the data, the researcher analyzed the data used Pearson Product Moment Formula. The analysis was found out that there was a significant correlation between variables students' motivation and their reading comprehension. The correlation coefficient was the r_{value} 0,966 that was higher than r_{table} 0,329. The result indicated that the H_o is rejected and the H_a is accepted.

Keywords: ***Correlation, Motivation, Reading Comprehension.***

ABSTRAK

Hesy Dwi Fitriyanti, 2022. Hubungan Antara Motivasi Siswa dan Pemahaman Membaca Mereka di SMAN 1 Kota Bengkulu.

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd

2. Feny Martina, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya hubungan yang signifikan antara motivasi siswa dengan pemahaman bacaan mereka. Pendekatan penelitian yang digunakan adalah kuantitatif dengan desain penelitian korelasional. Populasi dalam penelitian ini adalah siswa kelas Sepuluh IPA SMAN 1 Bengkulu, dan sampelnya adalah siswa kelas X IPA 3 yang berjumlah 36 siswa. Instrumen penelitian ini adalah angket dan tes. Kuesioner untuk mengukur motivasi siswa dalam membaca, dan tes untuk mengukur pemahaman membaca siswa. Setelah mendapatkan data, peneliti menganalisis data dengan menggunakan Rumus Pearson Product Moment. Analisis menemukan bahwa ada hubungan yang signifikan antara variabel motivasi siswa dalam membaca dan pemahaman bacaan mereka. Koefisien korelasi adalah nilai r 0,966 yang lebih tinggi dari rtabel 0,329. Hasil tersebut menunjukkan bahwa Ho ditolak dan Ha diterima.

Kata kunci: Korelasi, Motivasi, Pemahaman Membaca

TABLE OF CONTENTS

COVER .....

ADVISOR SHEET ..... **ii**

RATIFICATION ..... **iii**

MOTTO ..... **iv**

DEDICATIONS ..... **v**

PRONOUNCEMENT ..... **vii**

AKNOWLEDGMENT ..... **vii**

ABSTRACT ..... **x**

ABSTRAK ..... **xi**

TABLES OF CONTENTS ..... **xii**

LIST OF TABLES ..... **xv**

LIST OF APPENDICES ..... **xvi**

CHAPTER I INTRODUCTION **1**

A. Background of study 1

B. Research Limitation 7

C. Research Formulation 8

D. Research Objjective 8

E. Research Significant 8

CHAPTER II LITERATURE REVIEW **11**

A. MOTIVATION 11

1. The Concept of Motivation 11

2. Types of Motivation 13

3. Indicators of Motivation 21
4. Function of Motivation 24
5. Ways of Creating Reading Motivation 25
B. Reading Comprehension 26
1. The concept of Reading Comprehension 26
2. Purposes of Reading 29
3. Techniques of Reading Comprehension 31
4. Indicators of Reading Comprehension 36
5. Influencing Factors of Reading Comprehension 38
C. Previous Study 39
D. Theoritical Famework 43
E. Hyphotesis 46
CHAPTER III RESEARCH METHODOLOGY 47
A. Research Design 47
B. The Time and Place of the Research 48
C. The Population and Sampling 48
D. Variables of the Reseach 51
E. Technique of Data Collecting 52
F. Instrument of research 54
G. The Technique of Data Analysis 59
CHAPTER IV RESEARCH RESULTS AND DISCUSSION
A. Research Results 64
1. The Result of Try Out Validity and reability reading comprehension tets 64

2. Instrument Analysis 69
B. The Result of Normality and Linierity Test 77
1. Normality Test 77
2. Linierity Test 79
C. Hypothesis Testing 80
1. Correlation Analysis 80
CHAPTER V CONCLUSION 92
A. Conclusion 92
B. Sugestion 93
REFERENCES .....
APPENDICES .....

LIST OF TABLES

Table 3. 1 Population 49
Table 3. 2 Indicator of Motivation Reading Questionnaire 55
Table 3. 3 MRQ Score for each item 56
Table 3. 4 Reading Comprehension Indicators 58
Table 4. 1 Result of Validation Test 65
Table 4. 2 result of Reliability 68
Table 4. 3 Result of Motivation Reading Questionnaire69 69
Table 4. 4 Descriptive Statistics of MRQ Score71 71
Table 4. 5 Distribution Students Reading Motivation72 72
Table 4. 6 Result of reading comprehension73 73
Table 4. 7 Descriptive statistics of reading comprehension ..... .75
Table 4. 8 Distribution of students reading comprehension 76
Table 4. 9 Results of normalityResults of normality 78
Table 4. 10 Results of linierityResults of linierity 79
Table 4. 11 Data on Variables X and Y Obtained From SMAN 1 Kota Bengkulu 80
Table 4. 12 Interpretation of Product Moment Score 84

LIST OF APPENDICES

Appendices 1 Try Out Instrument

Appendices 2 Reading Comprehension Test Instrument

Appendices 3 Instrument of MRQ

Appendices 4 Validation of MRQ

Appendices 5 Result of Validation Reading Comprehension Test

Appendices 6 Answers of MRQ

Appendices 7 Answers of Reading Comprehension Test

Appendices 8 Documentation

CHAPTER I

INTRODUCTION

A. Background of Study

Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation. This is supported by Santrock in (Imran, 2022) who states that Motivation refers to the process of energizing, directing, and sustaining behavior. It means that high motivation students will try to gain new knowledge and skills. Moreover, motivation also plays an important role in the teaching and learning process. As Sardiman in (Puspitarini & Hanif, 2019) said, motivation in the teaching and learning process could be defined as the overall driving force in students that causes learning activities that ensure the teaching and learning process takes place and provides direction in learning activities so that learning objectives can be met. (Dörnyei, 2018) states that motivation

defines the way and level of human behavior. Motivation is the willingness that encourages students to do something and is a crucial aspect that affects the results of the teaching and learning process. “It seems reasonable that the single greatest element that determines the effectiveness of their reading comprehension is the motivation that students experience in the classroom,” writes Harmer in (Marbun & Sipahuta, 2016). In sum, motivation is important for student learning success. Motivation affects students' learning and behavior, and students are motivated to learn more. Therefore, motivation is an important part of learning English. Students will get into trouble if they do not have enough motivation and motivation significantly influences them to achieve their goals.

Many studies have proven that motivation significantly influences student learning outcomes, including the research conducted (Rosmayanti & Yanuarti, 2018) entitled the relationship between Students' Motivation and their learning achievements. The subjects of this study were 88 second-

grade science students at Islamic high school in Cimahi City in the second semester of the 2018 academic year. This study used a quantitative correlational method. The writer used a questionnaire as an instrument to collect data and students' English scores from their English teachers. Data analysis using SPSS. From this study, the researcher found that this study showed that there was a positive relationship between students' learning motivation and their learning achievement. Based on the Pearson correlation data, the achievement is 0.580, which means the Medium Correlation. This shows that student achievement is influenced by student motivation. Further research was carried out by (Agustina et al., 2021), entitled The Students' Motivation and Academic Achievement at Tertiary Level: A Correlational Study. This study was designed using a quantitative correlational study and involved 39 students as participants. Questionnaires and document searches were conducted to collect data. The results of this study indicate that there is a positive relationship between

student motivation and student achievement. From the research described above, it can be concluded that motivation can affect student learning outcomes. Thus, the better their learning motivation, the better their English learning achievement.

Motivation also has an important role in students' reading comprehension achievements because to read, students need motivation. As stated by Takaloo and Ahmadi in (Hardiyanto et al., 2019), motivation is the most important quality that students must possess because when students are motivated to read, they will feel more at ease and interested in continuing to seek out new readings that will enrich their knowledge. According to Guthrie et al. in (Hardiyanto et al., 2019), motivation is a significant factor in determining a student's degree of reading achievement. Grabe and Stoller in (Hardiyanto et al., 2019) demonstrate how students' reading motivation is required to comprehend and increase students' reading comprehension. According to Wigfield and Guthrie,

quoted in (Hardiyanto et al., 2019) reading motivation analyzes whether students read more than others and how their behaviors can encourage others to read. Motivation in reading is essential because by reading we can find out various knowledge, without having to see it directly. According to Suharso in (Nursalina & Budiningsih, 2014), reading means seeing and understanding the content of what has been learned, predicting, writing, spelling or reciting, knowing, guessing, and calculating what has been written. Reading allows students to get more information to help them understand English better. According to Harmer in (Marbun & Sipahuta, 2016) reading is helpful for other purposes: At least, some languages have stuck in their heads due to of the learning process. If the reading text is exciting, the acquisition may be better and more successful. So, motivation is needed to encourage students' desire to read, because if students have the motivation to read, they will be enthusiastic

about what they are reading and continue to look for the readings they want to know.

As stated by Anne in (Dewi & Safitri, 2020) student motivation and reading ability are significant variables because they help student achievement and lifelong learning. Students need motivation to learn in class and in daily activities. Even though people know very well how important and useful reading is, many students still have not been able to make reading a routine. Based on the researcher's experience, when the researcher did an internship in September 2021 in class X IPA SMAN 1 Kota Bengkulu with an English teacher, Ma'am. Sri. The Teacher said that students were less motivation to read in class and get bored quickly. Many students ignored the teacher, most of them played with handphones and chat while the teacher was teaching. So, many students to be passive when faced with reading texts and students did not understand what they were

reading when the teacher tells them to read a text because their vocabulary was still lacking.

Finally, motivation in reading are two things that have a close relationship. Motivation can encourage students' desire to continue reading so that students have extensive knowledge and will improve student achievement. Based on the description above, the researcher is interested in conducting a study entitled "The Correlation between Students' Motivation and Their Reading Comprehension at SMAN 1 Kota Bengkulu".

B. Research Limitation

The purpose of this study was to determine the correlation between motivation and reading comprehension. As a result, the author's research focused on the correlation between students' motivation and their reading comprehension at tenth-grade science students SMAN 1 Kota Bengkulu.

C. Research Formulation

The researcher formulates of the statements of the problem in question form follows;

Is there any significant correlation between students motivation and their reading comprehension at tenth-grade science students SMAN 1 Kota Bengkulu?

D. Research Objective

In relation to the preceding assumption, the research aims to know:

To find out whether there is any significant correlation between students' motivation and their reading comprehension at tenth grade Science students SMAN 1 Kota Bengkulu.

E. Research Significant

At the end this research, the researcher hopes that it has some advantages to the teaching and learning process.

1. Theoretically Contribution

   The conclusions of this study are intended to benefit students in particular, as well as readers in general, by putting knowledge and concepts into context and encouraging students to read more textbooks in order to gain a deeper comprehension of a subject.

2. Practically Contribution

   a. For the students, the researcher expects that this study will increase their motivation to read in order to improve their comprehension of lessons also othee things.

   b. For teacher, the writer expects that this study will serve as a resource for English teachers at SMA N 1 Kota Bengkulu to improve students' motivation and reading comprehesion.

   c. The writer expects that the findings of this study might be utilized as a guide for people who want to conduct research in the field of English instruction,

particularly in the area of student reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Motivation

1. The Concept of Motivation

Motivation is essential for studying and achieving success in any field of human endeavor. According to Sadirman in (Sari, 2020) motivation may also be seen as encouragement for all students that leads to learning. As stated by Hasibuan in (Risqi et al., 2016) motivation is important because motivation is things that cause, channel, and supports behavior people to want to work hard and enthusiastically to achieve optimal results. According to Uno in (verawati, 2016) the meaning of motivation can be defined as all things that cause encouragement or enthusiasm. Thus, motivation is the impetus in a person to try to change in behavior for the better in meeting their needs and achieving success.

Motive is a person's internal driving force that motivates them to do particular things to accomplish specific objectives.' As a result, motivation is a person's desire to improve his behavior to meet his needs better. Some psychologists define motivation as a hypothetical construct to explain goal-directed behavior's desire, direction, intensity, and persistence. Concepts like the desire for achievement, affinity, habits, and a person's interest in something are all part of motivation.

Reading motivation is defined as one’s goal, notion, or desire about the title, action, and outcomes of reading, Guthrie and his pals in (Syahfutra & Niah, 2019). Students with poor motivation will have difficulty reading in a foreign language. Motivation is an essential aspect of language learning. A motivated reader is not only a group of students that enjoy reading. Motivation refers to each individual's values, beliefs, and reading behavior. As a result, every student should understand all aspects of

reading motivation to improve their reading skills and achieve tremendous learning success.

2. Types of Motivation

Deci in (Brown, 2012) states that there are two types of motivation, namely:

a. Intrinsic Motivation

Intrinsically motivated activities have no evident benefit other than the activity itself. Internally satisfying outcomes, such as emotions of competence and self-determination, are the goal of intrinsically driven acts.

Intrinsic motivation is depicted as participation in an activity that is carried out only for its own sake not some external gain. When a person is intrinsically driven, someone is inspired to do something because it is enjoyable rather than because of external proddings, emphasis, or gifts (Ryan & Deci, 2000).

Intrinsic motivation is not the only type of motivation or even volitional activity in humans, but it is one of the most common and significant. Humans are energetic, curious, interested, and playful creatures from birth, and they do not need any external encouragement to study and explore. This intrinsic motivational drive is essential for cognitive, social, and physical development because acting on one's innate interests acquires knowledge and abilities. The proclivity for novelty, assimilation, and creative application of skills is not confined to childhood. However, it is a significant component of human nature that influences performance, perseverance, and creativity (Ryan & LaGuardia, in Ryan & Deci, 2000).

Students with full personal awareness diligently read every learning material and other useful reading material, so students become knowledgeable and broad-minded. Such conditions are conducive for new

students, and intrinsically concerned with the experience of receiving, especially digesting daily learning materials (Halidjah, 2019).

To sum up, intrinsic motivation is motivation in which a person's behavior is to do or achieve something for his own sake, not an external impulse.

Gage and Berliner in (Alfitriyani, 2019) stated that types of intrinsic motivation are interest, need, hobby and goal.

1) Interest

Students interested in studies will pay more attention to it and feel different. Interest is the element that determines a person's wpillingness to work or study actively. When students are interested in their studies, the learning process is more likely to be successful. Students will concentrate on their studies and meet their learning objectives. It is possible to conclude that

one of the components that can motivate someone to achieve something is interest.

2) Need

All that is required of humans is for them to live and prosper. Someone is motivated to act because it is in line with their requirements. Someone is driven to do and act to meet the demands of that want, so if it is related to their requirements, someone will be motivated to do something, thus the need is to urge someone to do activity, and the things they do pertain to their independence.

3) Hobby

Hobby is a special pleasure enjoyed in one's leisure time rather than as a primary occupation. As a result, a hobby is an activity that someone enjoys for fun and doing something to waste time.

4) Goal

In life, everyone has a goal. Prior to accomplishing anything, they create goals. A goal might lead to someone doing or not doing something connected to the goal. Students must understand and be able to choose the learning objectives they want so that students can be motivated during the teaching and learning process because it can be a great motivation for them. Students will make every effort to gain their goals if students understand and aware of the goals they want. Students must have goals they want to achieve because this will motivate them to achieve them.

b. Extrinsic motivation

Extrinsic motivation is pushed by the hope of a gifts from somewhere other than oneself. Despite the fact that those who consider punishment avoidance as

a task that might increase their sense of competence and self-determination may reap several intrinsic rewards (Deci in (Hardiyanto et al., 2019). Extrinsic motivation is a draft that applies when someone performs in a behavior because they want to gain a specific goal. Very different from intrinsic motivation contrasts with intrinsic motivation, which does something just for the reason of doing it or loving it, not for its utility value. For example, Extrinsically motivated students do their assignments for the reason that they fear parental punishment if they don't (Ryan & Deci, 2000). The encouragement that comes from outside the students to do well in reading is called extrinsic motivation. According to Sardiman in (Halidjah, 2019), extrinsic motivation are motives that are active and functioning because of external stimuli. Thus, the existence of teachers is very important, both

as a driving force, moderator, communicator, and as a facilitator of student reading activities.

As stated to Brown in (Sari, 2020), extrinsic motivation includes college students' desire to please their parents, their desire to succeed in a test, and peer-group influences.

To sum up, extrinsic motivation is motives that are active and functioning, due to external encouragement, and is a force that can encouragement someone to do an action.

Extrinsic motivation that arises can be caused by parents, teachers, and environmental situation.

1) Parents

   Parents' attitudes will have a significant role. Parents who pay attention to their children will find that they are more interested in studying and achieve better results.

2) Teacher

Because teacher will be the students' parents for as long as they attend school, teachers become the most important factor in maintaining a student's motivation. The teacher is an essential part of the teaching and learning process. The teacher is not only capable of teaching, but also of motivating and supporting students, causing them to study harder and be more motivated to learn.

3) Environment

The students' initial and ongoing motivation is influenced by their surroundings. If students are placed in an appealing class from the start of the learning process, it is possible that they will become more motivated. Students' concentration will be disrupted if they are in a terrible atmosphere (Alfitriyani, 2019).

3. Indicators of Motivation in Reading

Adopted from (Watkins & Coffey, 2004) there are eight factors that become indicators in Measurement of Motivation, there are:

a. Grades-Compliance

This component is made up of elements from the Compliance, Value, Recognition, and Interest factors. This component is also a source of extrinsic motivation and a source of concern for performance.

b. Involvement

This component is linked to general participation, but it focuses on specific reasons why people appreciate mystery novels. "Reading engagement is the sensation of engagement between readers and their reading materials, and it relates to the delight associated with reading various types of texts. When a reader enjoys reading activities, readers will most likely feel involved.

c. Social

Social factors of reading are factors that reflect aspects of reading. This feature is an intrinsic urge to interact with others through reading activities. The social dimension in reading motivation is defined as the link between academic accomplishment and social goals, social competence, and social responsibility. Reading's social dimension can sometimes be used to discover how individuals around the reader might accept themselves based on the knowledge gained from reading activities.

d. Competition

Reading Individual attempts to outperform others in reading activities are referred to as competition.

Competitive reading aspects motivate people to improve their reading skills in order to outperform their peers.

e. Reading work avoidance

This is the most visible and persistent component when it comes to reading motivation. This component explains why readers avoid reading and do not make it a habit.

f. Curiosity

As stated by Watkins and Coffey "curiosity refers to the desire to learn about a particular idea, and is linked to reading interest". This means that curiosity is the desire to know a reading and usually curiosity comes from a person's internal motivation to get information or read for the reader's pleasure.

g. Recognition

Reading Recognition is relevant to tangible forms of recognition such as teacher in reading. Recognition relates to relationships with other people or people around, both teachers and readers. Other people can

recognize someone as a good reader or not explain through this factor.

h. Efficacy

Efficacy refers to the beliefs of readers about their skill and determination in reading ruts. In this case, students believe that they have better abilities in reading between other subjects.

According to these indicators, the factors that motivate students to read can be found. Based on eight factors from reading motivation, Marley and Coffey made 45 questionnaires to measure student motivation in reading, known as the motivation for reading questionnaire (MRQ).

4. Function of Motivation

As stated by Syaiful Djamarah in (Sari, 2020) function motivation is as follows:

a. Motivation as a chauffeur of action.

b. Motivation, as a motivator, will influence how students should approach their studies. Students who are disinterested in learning because something is going to be studied, which has not been studied, can be encouraged to study in order to find out.

c. Encouragement as an activator of actions is motivated.

d. The mind's intellectual processes with body, action, and mind are poerful, alowing it to understand what it has learned.

e. As a director of repairs, you need to be motivated.

f. The function of motivation is to direct precisely what content student actions in learning, students who are motivated are aware of what to do and what not to do.

5. Ways of Creating Reading Motivation

Teachers can also take actions that can encourage students' reading desire, namely as follows:

a. Create a fun environment.

b. Introducing new books.

c. Arranging the learning environment so that it feels comfortable to read.
d. Providing reading books that are appropriate to the needs of students and the level of expansion of students.
e. Give awards to students who are diligent in reading.
f. Give assignments to students to summarize quality books, and not less quality books.
g. The summary should cover various types of books. By reading books with different varieties and styles of language, this will make students more interested in books, or at least eliminate the boredom of reading (Halidjah, 2019).

B. Reading Comprehension

1. The Concept of Reading Comprehension

Reading is the process of acquiring, comprehending, and retaining the information contained in a book (Nunan in Hardiyanto et al., 2019). It means that reading is a

method of obtaining information that is obtained efficiently through comprehension of written text.

In general, there are two types of skills in language learning: receptive and productive. The capability to listen and read is referred to as receptive skill, whereas the ability to speak and write is referred to as productive skill. Reading is a receptive skill in which students are exposed to written text and are introduced to it.

The activity of reading is a factor that determines the success for anyone. According to Nuttal (1996:40) quoted in (Rizal, 2017) comprehension is understanding what has been read rather than spelling words. Reading is defined as the interpretation of verbal symbols both orally and in writing. From Nuttal's statement, it can be concluded that there are two things, first, reading activity is understanding the reading text that is read by the reader, in this case reading is not just spelling or saying the words contained in the reading text. Second, reading activities

are important to know the meaning and interpret the language symbols that are printed in written form. In this case, the reader's cognitive ability is very helpful to accelerate the understanding of the text they read (Rizal, 2017). According to Moore in (Dewi & Safitri, 2020), reading comprehension is a complicated interaction between automatic and strategic cognitive processes that allows the reader to create a mental representation of the text..

Based on (Febriani & Jono, 2021) Reading Comprehension is the ability to comprehend what the reader reads. It means that the reader should ensure that they understand what the author wrote. Reading without comprehension appears to be a waste of time. As stated by Rawson and Kintsch in (Hardiyanto et al., 2019), reading comprehension is more than just a collection of processes that occur, but rather a holistic coordination and involvement of multiple processes in reading

comprehension. Reading comprehension in accordance with Grabe and Stoller in (Dewi & Safitri, 2020), is defined as the ability to comprehend information in a text and interpret it effectively. According to the concept above, when some people learn a new language, their goal is to comprehend it. Comprehension is a difficult subject to master, and the researcher believes that when students try to comprehend a book by reading it, it motivates them.

Based on the text above, reading comprehension is a reading activity to absorb information well from a reading and understand the meaning intended by the author.

2. Purposes of Reading

Grabe in (Syahfutra & Niah, 2019) also stated that reading can be used for a variety of purposes, including searching for information, learning, integrating information, evaluating, criticizing, and using information for general understanding (in many cases, reading for entertain or reading for interest). Reading for enjoyment

can include reading a comic book or a novel to refresh one's mind, as well as reading a road sign to know where to go or reading the manual to learn how to operate a machine. Furthermore, Rivers and Temperley in Nunan in (Syahfutra & Niah, 2019) stated that students read for a variety of reasons, including:

a. To obtain information for a specific reason or because we are fascinated about certain topics.
b. To obtain instructions on how to execute certain activities for our work or daily lives (e.g., knowing how an appliance works).
c. To perform in a play, play a game, or solve a puzzle.
d. To communicate with pals by letter or to comprehend business correspondence.
e. To be aware of when or where something will occur, as well as what is available.
f. To be aware of current or previous events (as reported in newspapers, magazines, reports).

g. To have fun or excitement.

h. In other words, when a reader engages in reading for a variety of reasons, those reasons also lead to the reader gaining the most important goal of reading: understanding.

3. Techniques of Reading Comprehension

There are four techniques of reading, namely

a. Skimming

Skimming is reading quickly to find out the general content of a passage. The general content referred to may be focused information, but it may also only serve as a basis for predicting whether the passage contains the information that has been determined.

b. Scanning

Scanning is reading quickly by focusing attention to find the reading section that contains the specified focus information and continuing to read the section

carefully so that the focused information is found correctly and can be understood correctly.

As stated by Maxwell in (Sari, 2020), scanning, described as the ability to find specific information and information quickly, is regarded as a suitable reading skill and is taught in the majority of developmental reading guides. Thus, skimming is a technique of reading quickly to find specific information in a reading.

c. Selecting

Selecting is the reader choosing the reading material and/or parts of the reading that are considered relevant, or contain the focus specified focus information.

d. Skipping

Skipping is when the reader wants to find out the relevant sections, the reader goes beyond or skips other sections (Dalman in Fatmasari & Fitriyah, 2018)

4. The Level of Reading Comprehension

Reading comprehension level is divided into four categories, as stated by Burns et al in Muhammad Situmorang's journal in (Riandry et al., 2018), namely:

a. Literal comprehension

Reading for literal comprehension is when you are looking for information that is directly stated in a selection. The essential themes are stated immediately in the text while reading literally. To grasp the author's precise meaning, the reader merely needs to understand exactly what is expressed. Literal comprehension is widely regarded as the simplest and most fundamental comprehension talent, requiring little thought and reasoning. It is critical to recognize stated major ideas, details, causes, effects, and sequences as the foundation, as well as to comprehend vocabulary, phrase meaning, and paragraph meaning.

b. Interpretation

Interpretive reading refers to the process of reading between the lines in order to make assumptions. This is the process of constructing ideas that are implied rather than stated explicitly. This level of comprehension necessitates the following skills:

1) identifying the main ideas of a passage in which the main ideas are not stated directly.
2) Determining cause and effect correlations when they are not stated explicitly.
3) Identifying pronoun referents.
4) Identifying adverb referents.
5) Inferring omitted words.
6) Detecting moods.
7) Determining the author's motivation for writing.
8) Make a conclusion.

c. Critical reading

Critical comprehension is the process of analyzing written content, comparing the ideas found in it to known standards, and generating opinions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, asking questions, looking for facts, and deferring judgment until all of the material has been considered. They evaluate the author's ideas, which were identified through a lesser level of comprehension, and determine their validity or merit.

d. Creative reading

Reader must be able to think and use their imagination in creative reading. Creative reading is the raeder going beyond what the author has written, applying the ideas of the text to new conditions, and recombining the author's ideas with other ideas to form new concepts or extand old ones. Even if it is not

stated directly, the readers must understand the cause-effect relation in a text. With creativ reading, the reader find new ideas, a solution to problems, or a new perspective on something based on the ideas the raeder gets from the text.

5. Indicators of Reading Comprehension

Reading comprehension is a complicated process that involves higher concentration, skill and understanding. According to (Harmer, 2018), the goal of reading influences numerous reading skills, they are as follows:

a. Identifying the topic: The content of a written piece is easily grasped by great readers. They swiftly gain an understanding of what is being discussed with the help of their own plans. This feature enables readers to better process content as it goes.

b. Predicting and guessing: Readers will often try to assume and grasp the subject of a piece of writing, particularly if the topic is the first thing they notice.

They glance ahead at times, attempting to foresee what will happen next; at other times, they make assumptions or estimate the content based on the initial view or half-reading.

c. Reading for general understanding: That is, it does not pause for each word, nor does it examine what the author has written. Skimming is a phrase that is frequently used in conversations about reading (This entails observing the text in order to acquire a fast overview of the text's main points.).

d. Reading for specific information: Scanning is a term used to describe this skill when it comes to reading. In contrast to reading for the core, we read for specialized information. In this situation, we almost disregard all other information until we reach a single piece of information, which is the item we're seeking for.

e. Reading for detailed information: We read sometimes in order to fully comprehend what we're reading. Everything that is written is read in a concentrated manner.

f. Interpreting text: Readers can see beyond the literal sense of words in a paragraph and deduce what the authors are expressing or suggesting using a number of clues. Readers get more from reading tests than the text alone reveal because they employ their imaginations as active participants

6. Influencing Factors of Reading Comprehension

According to Westwood in (Syahfutra & Niah, 2019), comprehension issues can be caused by a range of variables, including those inherent in the individual as well as those connected to insufficient teaching or inappropriate information. He lists eight elements that can affect understanding, including: (1) a lack of vocabulary knowledge, (2) a lack of fluency, (3) a lack of familiarity

with the subject matter, (4) the text's difficulty level (readability), and (5) insufficient use of effective reading strategies, (6) Poor verbal reasoning, (7) Information processing issues, and (8) Information memory issues after reading.

Finally, readers' language structure, vocabulary, metacognitive abilities, and knowledge all have an impact on reading comprehension. Individual reading challenges, such as a lack of vocabulary, fluency, and subject knowledge, as well as deficiencies in verbal reasoning, processing information, and memorizing information, can be mitigated by increasing these qualities.

C. Previous Study

The researcher considered several previous studies related to this research:

First, this research was conducted by (Parliyah & Khotimah, 2020) paper "The Relationship Between Student Motivation and Reading Comprehension of Class I Students

of SMPN 1 Cisarua West Bandung" was published in the Journal of PROJECT (Journal of English Education Professionals) in 2020. The goal of this study was to know if there is a link between students' learning motivation and their reading comprehension achievement. The methodologies used in this study were quantitative and correlational. In this study, thirty-two grade VII students from SMP Negeri 1 Cisarua in West Bandung Regency were used as the sample. A questionnaire to assess students' motivation to learn and a reading comprehension test were used to gather data for this study. The data was analyzed using Pearson Product Moment, and the correlation coefficient was 0.658, indicating that there is a substantial association between students' motivating learning outcomes and their reading achievement. It's labeled as having a high degree of correlation.

Second, the study entitled "The Relationship Between Learning Motivation and Reading Learning Achievement for Class X Students of SMAN 8 Bekasi," a study done by

(Puspitorini, 2021), was published in the Journal of IJEAL (International Journal of English and Applied Linguistics) in 2021. Researchers wanted to know if there was a link between learning motivation and reading comprehension achievement in this study. The survey method was utilized in this study by the researchers. This research was a quantitative analysis employing a questionnaire on a large number of objects, which means it is a questionnaire-based study. The population of this study was made up of 99 pupils in grade I SMAN 8 Bekasi, divided into three classes. The sample of this study used a basic random selection method to select 40 students from the whole population. The result was a correlation coefficient of 0.905, indicating that there is a substantial link between learning motivation and reading comprehension achievement. The entire pattern of relationships in the class X population as the target population can be described by the degree of association between

learning motivation and achievement in learning to read. SMAN 8 Bekasi's target population was included.

The last study was conducted by (Sari, 2020) research, "The Relationship of Student Motivation with Reading Comprehension in Semester II Students of English Language Education at Batanghari University," was published in the Journal of English Language Teaching in 2020 and aims to determine whether there is a relationship between students' learning motivation and reading comprehension. This research employs a descriptive qualitative method, which yields quantitative data that is then explained descriptively. A total of 30 people were polled for this investigation. The results revealed that 87 percent (26) of the people were in the good category, while only 13% (4) were in the bad category. 0% none have very good and very poor reading comprehension. The correlation coefficient between student motivation and reading comprehension is 0.71, which is higher than the correlation probability level of sig. 0.00. The

results of this research reveal that 0 is both rejected and accepted. The result is that there is a link between students' enthusiasm to learn and their reading comprehension in second semester English Education students at Batanghari University. The result indicated that the $H0$ is rejected and the Ha s accepted which means that there was a correlation between students' enthusiasm to learn and their reading comprehension in second semester English Education students at Batanghari University.

D. Theoretical Framework

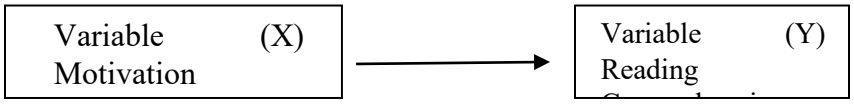
Motivation is a willingness that encourages students to do something and has an important role in the teaching and learning process, especially in understanding reading comprehension. Students' reading motivation is one of the factors that affect their understanding because when reading some interesting texts they can have high motivation in reading to get reading comprehension. If students have high motivation in reading, they can read many books, come to the

library, borrow books, and buy books for some short articles, notes or summaries of knowledge and understanding of those who have read several books. “It seems plausible that the single greatest element that determines the effectiveness of their reading comprehension is the motivation that students experience in the classroom,” writes Harmer in (Marbun & Sipahuta, 2016). According to Guthrie et al. in (Hardiyanto et al., 2019), motivation is a significant factor in determining the level of student reading achievement.

Motivation is very interesting in the learning process, especially in reading. The problem with reading motivation is related to the students' own understanding. When reading without motivation, students find it difficult to understand what emerges from the text. Because the condition itself is not in the mood to read. No motivation also causes students to be lazy to read because they think reading is a boring activity to do. In fact, motivation plays an important role in the learning and knowledge of students in the world of

education. According to (Wigfield & Guthrie, 1997) motivation in reading is an important factor in students' achievement of reading comprehension and when students have low motivation, their reading comprehension is also low . This means that building motivation is an important first step in delegating students who will become readers. This is also reinforced by the results of the research described in the previous study. From the results of some of these studies, it can be seen that motivation does have a relationship with students' understanding. Motivation relates to students' achievement in reading English comprehension, and it will go better if the learners have a willingness to learn.

To better comprehend the above-mentioned theory, the following will be summarized in the form of a theoretical framework as simple as possible:



E. Hyphotesis

According to Ary, et.al in (Marbun & Sipahuta, 2016), a hypothesis is a statement that describes a correlation between variables and is erroneously presumptively believed to be true. It identifies the observations that should be made in order to investigate a question. So, based on theoretical framework, so it can be concluded by proposing this hypothesis:

1. Ho: There is no correlation between students' motivation and their reading comprehension.
2. Ha: There is a correlation between students' motivation and their reading comprehesion.

CHAPTER III

RESEARCH METHODOLOGYY

A. Research Design

The researcher conducted a Correlation Research with using quantitative data approach. The quantitative approach is a method of gaining knowledge thru the use of numerical data as a tool to describe a subject. A quantitative research method is a type of research in wich the specifications are systematic, planned, and clearly structured (Sari, 2020). Correlation study, according to Ary et al. in (Marbun & Sipahuta, 2016), evaluates the correlations between two or more variables in a single group. The correlation method was best suited to this study because it employs two variables to determine the relationship between students' motivation and their reading comprehension. To determine the outcome, the author used Pearson Correlation Product Moment to assess the research.

B. The Time and Place of the research

The researcher conducted the research at SMAN 1 Kota Bengkulu. Located in JL. Kuala Lempuing Kec. Ratu Agung Kota Bengkulu. This research was conducted in April-Juni 2022.

C. The Population and Sampling

1. Population

As stated by Arikunto in (Marbun & Sipahuta, 2016). All members of a well-defined group of people, events, or things are referred to as the population. According to Newby in (Dewi & Safitri, 2020) population is larger cluster to which same typical of personality. It means that population is individual or participant have same typical o personality. Thus, population is the whole of the subjects of research. The researcher chooses the students of grade X science at SMA Negeri 1 Kota Bengkulu as part of the study's population.

Table 3.1

Population

No.	Class	Total
1.	X IPA 1	35
2.	X IPA 2	36
3.	X IPA 3	36
4.	X IPA 4	36
5.	X IPA 5	35
Total		178

2. Sampling

Arikunto in (Marbun & Sipahuta, 2016) explains a sample is a small group of people who are being studied. Based on Gay in (Syahfutra & Niah, 2019) sampling is the process of selecting a number of individuals or a study in such a way they represented the larger group from which they were selected. From the definition above, sample can be interpreted as part of the population, and can be said to be a representative of the members of population. If the total number of subjects is less than 100,

it is preferable to take all. And if the total number of subjects was greater than 100 the it be taken between 10-25% or 20-25% or more (Suharsimi, 2006).

Based on the explanation above, the researcher took the sample of 20%. The total number of class X IPA being 178 studnets, so the sample in this research were as many as 36 students.

In this research, the researcher used the purposive sampling. Purposive sampling is the sample taken with a specific purpose. Someone or something is taken as a sample because the researcher assumes that someone or something has the information needed for the research. Based on sugiyono in (Marbun & Sipahuta, 2016) purposive sampling is a technique of determining the sample with particular considerations. So, the researcher 1 class be selected to be a sample to collect data. In this research, the criteria used as a requirement to become sample were students of class X IPA 3.

D. Variables of the Research

Creswell in (Ramadhanti et al., 2021) defines variables as "individual or organizational features or attributes that researchers measure or observe, as well as changes between individuals or organizations that researchers will explore". Variables are the primary concepts that researchers use to obtain data in order to meet their study's objectives. Variables in quantitative research can be divided into two, namely the independent variable and the dependent variable.

1. Independent Variable (X)

   Independent variable is one that exists before the dependent variable. The independent variable in this study is students' motivation.

2. Dependent Variable (Y)

   Dependent variable is the variable caused or influenced by the independent variable. The dependent variable in this study is students' comprehension in reading.

E. Technique of Data Collecting

1. Survey

As stated by Robert Groves in (Adiyanta, 2019), a leading survey expert, "surveys produce information by a statistical nature. Surveys are the most basic type of quantitative". Survey research involves asking several respondents about their beliefs, ideas, characteristics, and behavior that have occurred or are now accuring". Surveys provide questions for research on self-reported beliefs/beliefs or behavior. In surveys, information is collected from respondents using a questionnaire. Generally survey research is limited to research in which data is collected from a sample of the population to represent the entire population. Population Survey is thus a research that takes a sample from one population and uses a questionnaire as the main data collection tool.

Researchers conducted a survey by distributing questionnaires as a research instrument. This method is

very useful in quantitative research where the questionnaire becomes an effective and efficient forum for collecting data to be measured numerically later.

2. Test

According to Zainul & Nasution in (Sari, 2020), a test is a question or task or a series of tasks that are planned to obtain educational information about an attribute. A test is a systematic procedure for observing a person's behavior with the help of a numerical or categorical system. The test was used to collect data on students' reading comprehension.

Tests are useful to help teachers measure student achievement, determine student progress, motivate and direct students' tendencies and evaluate the learning process, whether or not it is good. In this study, the researcher gave a reading test paper to find out and get data about their learning achievement in reading comprehension.

F. Instrument of Research

The instrument of data collecting in this research were questioners and reading comprehension test.

1. Questionnaire

   A questionnaire, according to Sugiyono in (Prawiyogi et al., 2021), is a data collection method in which respondents are given a set of questions or written statements to answer. The researcher instrument used in this research was a motivation reading questionnaire (MRQ) to determine the students' motivation in reading at SMA N 1 Kota Bengkulu in the tenth grade-science. The questionnaires were based on indicators of reading motivation and contain 45 items, each with four options on a scale of 1-4, with 1 (a very different from me), 2 (a little different from me), 3 (a little like me), and 4 (a lot like me). The writer explains and advises the students on what to do with the surveys before they fill out the questionnaire.

Table 3.2

Grid of Reading Motivation Questionnaire

No	Variable	Sub Variable	Indicator	Items	
				+	-
1	Motivation	Instrinsic 1.Involvement 2. Curiosity 3. Efficacy	Involvement is the enjoyment that comes from reading various types of text.	11-18	
2			Curiosity the desire to know about text.	34-37	
3			Efficacy refers to the beliefs of readers about their skill and determination in reading ruts	42-45	
4		Extrinsic 1. Grades-compliance 2. Social 3. Competition 4. Reading Work Avoidance 5. Recognition	Grades-Compliance refers to reading motivation in order to receive positive school evaluation.	1-10	
5			Social is to connect with others through reading activity	19-25	
6			Competition is concernd with an individuals attempt to outperform others in reading.	26-29	
7			Reading Work Avoidance is the factor that has been identified as the reason why readers frequently avoid reading.		30-33
8			Recognition is important in tangible forms of recognition, such as teacher recognition in reading.	38-41	
Total items				45	

Adopted from (Watkins & Coffey, 2004)

Table 3.3

Motivation Reading Questionnaire Score for Each Item

MRQ (Motivation Reading Questionnaire)	Answer	Value	
		+	–
	A lot like me	4	1
	A little like me	3	2
	A little different from me	2	3
	A very different from me	1	4

Source:Wigfield et, al. 1996

2. Reading Comprehension Test Instrument

The test, as stated by Zainul and Nasution in (Sari, 2020), A test is a question or series of tasks designed to get an explanation of knowledge in education. As stated to Calongesi in (Sari, 2020), The test is one of the teachers' planned measurement initiatives to provide opportunities for students to exhibit their achievement and understanding in accordance to the goals that have been defined.

To assess the students' reading comprehension, the researcher utilizes a test. They were multiple-choice questions. To measure the students' reading comprehension, an objective test in the form of multiple choice questions was used in this study. There were 25 questions in all that will test students' reading comprehension. Each question has five possibilities (A,B,C, D and E). The researcher gave four points for correct answer and zero point for incorrect answer.

The reading comprehension test indicators were derived from Jeremy Harmer Theory. The following are the indicators:

Table 3.4

Grid of Reading Comprehension Test

No	Variable	Sub Variable	Indicator	Items
1	Reading Comprehension	Identifying the topic	The content of a written piece is easily grasped by great readers. They swiftly gain an understanding of what is being discussed with the help of their own plans.	1, 5, 19, 23, 25
2		Predicting and guessing	Readers will often try to assume and grasp the subject of a piece of writing	3, 9, 12
3		Reading for general understanding	This entails observing the text in order to acquire a fast overview of the text's main points.	6, 10, 15, 24
4		Reading for specific information	In contrast to reading for the core, we read for specialized information.	4, 14, 21
5		Reading for detailed information	Read an inrormation in detail	2, 7, 11, 13,
6		Interpreting text	Readers get more from reading tests than the text alone reveal because they employ their imaginations as active participants.	8,17
	Total			25

G. The Technique of Data Analysis

The writer uses Karl Pearson's analytical technique to achieve the research results, which is why it is also known as the Pearson correlation technique.

1. Validity and Reliability of the Instrument

   a. Validity test

      Validity refers to one's ability to extrapolate the findings beyond the scope of the subject and circumstance to other situations (Nunan, 1995). Validity refers to the suitability, correctness, significance, and use of specific findings reached by researchers based on the evidence they have gathered (Fraenkel et al., 2006). From the definition above, validity is a test used to find out that the measuring instrument used in this research is valid and can be used for research.

b. Reliability test

The degree to which a test delivers consistent and accurate findings when conducted under the same settings is commonly defined as reliability (Hatch & Lazaraton, 1991). As stated to Muijs in (Rauatmaa, 2011), reliability refers to the degree to which test scores are free of errors during measurement. So, test reliability is used to find out that the instrument has a consistent ability to measure a test or questionnaire and can be used for research.

The concept of reliability is important when it comes to measuring. As a result, reliability is critical in determining whether or not the test is appropriate for measuring students' motivation and reading comprehension in this research.

2. Instrument Analysis

   a. Result of Students' Motivation in Reading

      Researchers analyze and categorize the scores of the questionnaire results from this study. Namely students' motivation.

   b. Result of students' Reading Comprehension

      Researchers analyze and categorize test scores that have been carried out from this study. That is students' reading comprehension achievement.

3. Normality and Linearity Test

   As stated to (Creswell, 2015), the distribution of data (whether normal or not) determines which statistical test will be used to analyze the correlation hypothesis. The normality test was performed in this study to see if the data from the Wighfield reading motivation and comprehension assessments were normal or not. The data can be interpreted If p_{value} bigger than 0.05.

Whereas the linearity test is used to decide whether or not the data from the tests performed is linear. When the p_{value} is bigger than 0.05, the data will be inserted into linear, indicating that the two variables are linear.

4. Hypothesis Testing

   a. Correlation Analysis

      The researcher uses Karl Pearson's analytical technique to achieve the research results, which is why it is also known as the Pearson correlation technique. The purpose of this study is to see if there is a correlation between students' motivation to read and their reading comprehension.

      The correlation formula used by the researcher is the Pearson Product Moment Correlation Formula. The formula will be as follows:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)}(N\sum Y^2 - (\sum Y)^2)}$$

rxy = The Correlation Coefficient Between Reading Motivation and reading comprehension

N = The Number of Respondents

X = The Students Score of Reading Motivation

Y = The Students Score of Reading Comprehension

ΣX = The Sum of Reading Motivation Score

ΣY = The Sum of Reading Comprehension Score

ΣX^2= The Sum of Squares of Reading Motivation Score

ΣY^2= The Sum of Squares of Reading Comprehension Score

$(\Sigma X)^2$= The Squares of The Sum of Reading Motivation Scores

$(\Sigma Y)^2$= The Squares of The Sum of Reading Comprehension Scores

ΣXY=Total Number of Reading Motivation Scores and Reading Comprehension Score

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

A. Research Results

In this chapter, the researcher explained the results from the research, there were validity and reliability test, analysis result from two variables, normality test, Linearity test, and hypothesis test. The detail explanation of the result of the test above, it can be explained as the following details.

1. The result of try out validity and reability reading comprehension test

   a. Validity test

      It is critical for the researcher to validate the instrument before to conducting the study. Therefore, the researcher conducted instrument try out to confirm the validity and realibility of the instrument. To explore students' motivation in reading, a total of 35 test were tried.

Validity test from the research was determined by measuring the correlation between the value of rvalue from each participant's response and the value of rtable at a 5% level of significance, the value of rtable was 0,456. Every item was regarded valid if the rvalue was bigger than rtable at a level of significance of 5%, and invalid if the rvalue was smaller than rtable at a level of significance of 5%. The following explanation explains the outcome of the instrument try out.

Table 4.1

Result of Validity Test

Question	R Value	R Table 5%	Note
1	0,242	0,456	Invalid
2	0,303	0,456	Invalid
3	0,242	0,456	Invalid
4	0,540	0,456	Valid
5	0,482	0,456	Valid
6	0,287	0,456	Invalid
7	0,515	0,456	Valid

Question	R Value	R Table 5%	Note
8	0,660	0,456	Valid
9	0,645	0,456	Valid
10	0,548	0,456	Valid
11	0.408	0,456	Invalid
12	0,224	0,456	Invalid
13	0,827	0,456	Valid
14	0,554	0,456	Valid
15	0,423	0,456	Invalid
16	0,699	0,456	Valid
17	0,646	0,456	Valid
18	0,757	0,456	Valid
19	0,660	0,456	Valid
20	0,742	0,456	Valid
21	0,630	0,456	Valid
22	0,699	0,456	Valid
23	0,646	0,456	Valid
24	0,599	0,456	Valid
25	0,634	0,456	Valid
26	0,095	0,456	Invalid
27	0.581	0,456	Valid

Question	R Value	R Table 5%	Note
28	0,531	0,456	Valid
29	0,615	0,456	Valid
30	0,309	0,456	Invalid
31	0,464	0,456	Valid
32	0,132	0,456	Invalid
33	0,581	0,456	Valid
34	0,531	0,456	Valid
35	0,659	0,456	Valid

The table above shows that of the 35 test items above there were 25 valid items, namely items 4, 5, 7, 8, 9, 10, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 31, 33, 34, and 35. Whereas Invalid items have 10 items, that was 1, 2, 3, 6, 11, 12, 15, 26, 30, and 32. Of the valid items above, there were 25 items that are ready to be used for data collection and the invalid items are removed.

b. The Reliability of Reading Comprehension Test

Instruments that had previously been pronounced valid were subjected to reliability tests. The Cronbach's Alpha formula was employed in this study to examine the reliability level of test items using the Statistical Package for Social and Science (SPSS). If alpha Cronbach is higher than rtable at a level of significance of 5%, the instrument is considered reliable. If alpha Cronbach's alpha is lower than rtable at a 5% level of significance, the instrument is not regarded reliable.

Table 4.2

Result of reliability test

Reliability Statistics

Cronbach's Alpha	N of Items
.937	25

According to the table above, the rvalue of Cronbach's Alpha for the reading comprehension test was 0.937.

2. Instrument Analysis

The researcher examined two instruments in this chapter. There were the result of motivation reading questionnaire and the result of reading comprehension test.

a. The Result of Motivation Reading Questionnaire

Table 4.3

Result of Motivation Reading Questionnaire

Respondent	Answer				Score
	4	3	2	1	
1	14	15	7	9	124
2	1	18	23	3	107
3	1	16	26	2	106
4	31	1	9	4	149
5	5	18	17	5	113
6	31	8	6	0	160
7	3	28	11	3	121
8	17	18	10	0	142
9	22	14	7	2	146

Respondent	Answer				Score
	4	3	2	1	
10	7	18	13	7	115
11	7	28	2	8	124
12	13	24	7	1	139
13	20	17	7	1	146
14	28	16	0	1	161
15	14	19	12	0	137
16	15	16	9	5	131
17	19	22	4	0	150
18	5	30	3	7	123
19	6	20	12	7	115
20	0	41	4	0	131
21	2	26	16	1	119
22	7	23	15	0	127
23	15	16	9	5	131
24	7	23	14	1	126
25	19	14	10	2	140
26	8	27	9	1	132
27	25	11	8	1	150
28	3	16	26	0	112
29	21	12	8	4	140
30	27	12	6	0	156
31	12	24	7	1	136
32	1	23	21	0	115
33	18	15	9	3	138
34	26	8	7	4	146
35	21	15	4	5	142
36	8	20	12	5	121
					4771

The respondents' descriptive statistical analysis of MRQ was shown below. The highest score was 161 while the lowest score was 106. The respondents'mean score was 135.53 with a standard deviation was 14.912.

Table 4.4

Descriptive Statistics of MRQ Score

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Motivation	36	106	161	4771	132.53	14.912
Valid N (listwise)	36					

The questionnaire revealed that the three levels of reading motivation were all perceived differently by the students. The following were the specifics:

Table 4.5

Distribution Students Reading Motivation

Score						
		Score interval	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High	147-above	6	16.7	16.7	16.7
	Medium	118-146	23	63.9	63.9	80.6
	Low	117-below	7	19.4	19.4	100.0
	Total		36	100.0	100.0	

The result showed that there were 6 students (16,7%) who were highly motivated, and 23 students (63,9%) who were medium motivated. 7 students (19,4%) were identified as low motivation. In conclusion, the questionnaire revealed that medium motivation was the most perceived type of reading motivation.

b. The Result of Test Reading Comprehension

Table 4.6

Result of reading comprehension

Respondent	Answer		Total
	Correct	Incorrect	
1	16	9	64
2	11	14	44
3	11	14	44
4	21	4	84
5	12	13	48
6	22	3	88
7	15	10	60
8	19	6	76
9	20	5	80
10	11	14	44
11	16	9	64
12	18	7	72
13	20	5	80
14	22	3	88
15	17	8	68
16	16	9	64
17	21	4	84
18	15	10	60
19	13	12	52
20	16	9	64
21	14	11	56
22	16	9	64
23	17	8	68
24	16	9	64

Respondent	Answer		Total
	Correct	Incorrect	
25	19	6	76
26	17	8	68
27	20	5	80
28	11	14	44
29	19	6	76
30	21	4	84
31	17	8	68
32	10	15	40
33	18	7	72
34	20	5	80
35	17	8	68
36	15	10	60
			2396

The descriptive statistical analysis of reading comprehension for the respondents was shown below. The maximum score was 88, and the lowest score was 40. The respondents' mean reading comprehension score was 66.56 and the standard deviation was 13.595

Table 4.7

Descriptive statistics of reading comprehension

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Comprehension	36	40	88	2396	66.56	13.595
Valid N (listwise)	36					

Then, it was reveled that from the test, the five level of reading comprehension were all perceived by the students with different number. The details were as follow:

Table 4.8

Distribution of students reading comprehension

Score						
		Score interval	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very high	88	2	5.6	5.6	5.6
	High	73-87	10	27.8	27.8	33.3
	Medium	60-73	16	44.4	44.4	77.8
	Low	46-60	3	8.3	8.3	86.1
	very low	45-below	5	13.9	13.9	100.0
	Total		36	100.0	100.0	

The result showed that there were 2 students (5,6%) who were indicated as very high in reading comprehension. 10 students (27,8%) who were indicated as high in reading comprehension. 16 students (44,4%) who were indicated as medium in reading comprehension. 3 students (8,3%) who were indicated as low in reading comprehension and 5 students (13,9%)

who were indicated as very low in reading comprehension. In conclusion, it was classified medium which was the most frequent level of students' reading comprehension.

B. The Result of Normality and linierity Test

a. Normality Test

Normality testing is used to determine whether or not data has a normal distribution. The normality of the instrument was demonstrated using a one-sample Kolmogorov-Smirnov test. The data were categorized normal if it has a significance value more than 0.05. If a significance value less than 0.05, it means that data were not normal. The result test can show in Table

Table 4.9

Results of normality

One-Sample Kolmogorov-Smirnov Test			
		Motivation	Reading Comprehension
N		36	36
Normal Parameters[a]	Mean	132.53	66.56
	Std. Deviation	14.912	13.595
Most Extreme Differences	Absolute	.077	.120
	Positive	.077	.090
	Negative	-.067	-.120
Kolmogorov-Smirnov Z		.464	.719
Asymp. Sig. (2-tailed)		.982	.679
a. Test distribution is Normal.			

The result of normality test show in the table indicated that the data from each variable were all normal since the significance 0,982 for students' motivation and 0,679 for reading comprehension were higher than 0,05.

b. The Result of Linierity Test

The purpose of the linearity test is to identify the relationship between motivation and reading comprehension test variable in the form of a straight line that is linear or non-linear. To show the linearity of instrument, the researcher used One-way Anova test. If significance or pvalue > 0,05, the data was classified as linear. If pvalue < 0,05 it was means that data were not linear. The result of linearity test show in table.

Table 4.10

Results of linierity

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Motivation	Between Groups	(Combined)	6343.556	24	264.315	23.198	.000
		Linearity	6031.409	1	6031.409	529.352	.000
		Deviation from Linearity	312.146	23	13.572	1.191	.395
	Within Groups		125.333	11	11.394		
	Total		6468.889	35			

According to the table above, the significance level of deviation from linearity was 0.395, which was higher than 0.05. As a result, it was possible to conclude that there was a significant linear relationship between motivation and reading comprehension.

C. Hypothesis Testing

1. Correlation Analysis

To find out whether there is a relationship between students' motivation and reading comprehension at SMAN 1 Kota Bengkulu has been tested using a product moment.

Table 4.11

Data on Variables X and Y Obtained From SMAN 1 Kota Bengkulu

NO	Motivation (X)	Reading Comprehension (Y)	X^2	Y^2	XY
1	124	64	15376	4096	7936
2	107	44	11449	1936	4708
3	106	44	11236	1936	4664
4	149	84	22201	7056	12516
5	113	48	12769	2304	5424

NO	Motivation (X)	Reading Comprehension (Y)	X^2	Y^2	XY
6	160	88	25600	7744	14080
7	121	60	14641	3600	7260
8	142	76	20164	5776	10792
9	146	80	21316	6400	11680
10	115	44	13225	1936	5060
11	124	64	15376	4096	7936
12	139	72	19321	5184	10008
13	146	80	21316	6400	11680
14	161	88	25921	7744	14168
15	137	68	18769	4624	9316
16	131	64	17161	4096	8384
17	150	84	22500	7056	12600
18	123	60	15129	3600	7380
19	115	52	13225	2704	5980
20	131	64	17161	4096	8384
21	119	56	14161	3136	6664
22	127	64	16129	4096	8128
23	131	68	17161	4624	8908
24	126	64	15876	4096	8064
25	140	76	19600	5776	10640
26	132	68	17424	4624	8976
27	150	80	22500	6400	12000
28	112	44	12544	1936	4928
29	140	76	19600	5776	10640
30	156	84	24336	7056	13104
31	136	68	18496	4624	9248
32	115	40	13225	1600	4600
33	138	72	19044	5184	9936
34	146	80	21316	6400	11680
35	142	68	20164	4624	9656
36	121	60	14641	3600	7260
	$\sum \mathbf{X}$= 4771	$\sum \mathbf{Y}$= 2396	$\sum \mathbf{X^2} =$ 640073	$\sum \mathbf{Y^2} =$ 165936	$\sum \mathbf{XY}$= 324388

From the table above it can be seen:

$\sum N = 36$ $\sum X^2 = 640073$ $\sum Y^2 = 165936$

$\sum X = 4771$ $\sum Y = 2396$ $\sum XY = 324388$

From the data variable X and variable Y above, then it was process to find out the correlation between students' motivation in reading and reading comprehension in SMAN 1 Kota Bengkulu used product moment formula as follows:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)}(N\sum Y^2 - (\sum Y)^2)}$$

$$rxy = \frac{36\ x\ 324388 - (4771)(2396)}{\sqrt{(36\ x\ 640073 - (4771)^2)}(36\ x\ 165936 - (2396)^2)}$$

$$rxy = \frac{11677968 - 11431316}{\sqrt{(23042628 - 22762441)}(5973696 - 5740816)}$$

$$rxy = \frac{246652}{\sqrt{(280187)}(232880)}$$

$$rxy = \frac{246652}{\sqrt{65249948560}}$$

$$rxy = \frac{246652}{255440}$$

$$rxy = 0,966$$

According to the above calculations, the rxy (correlation coefficient) between students' motivation and reading comprehension was 0.966. To determine whether there is a correlation between students' motivation in reading and reading comprehension in SMAN 1 Kota Bengkulu, it was continue by interpreting rxy (correlation coefficient) with the table value "r" Product Moment.

From the table value product moment, was know N as 36 , then proceed by looking at the value of the table r product moment , it turns out that N of 36 at a significant level of 5 % was 0.329. It can be indicated that there was a significant correlation between students' motivation in reading and reading comprehension in SMAN 1 Kota Bengkulu which the r_{value} 0,966 was higher than r_{table} 0,329. It means that Ha accepted. So, there was a correlation between students'

motivation and reading comprehension at SMAN 1 Kota Bengkulu and Ho hypothesis was rejected.

Based on the above provided information, the researcher would interpret the coefficient correlation category according to the following standards:

Table 4.12

Interpretation of Product Moment Score

Coefficient of Correlation "r"	Interpretation
0.00—0.20	The Correlation is Neglected
0.20—0.40	The Correlation is Weak
0.40—0.70	The Correlation is Strong Enough
0.70—0.90	The Correlation is Strong
0.90—1.00	The Correlation is Very Strong

According to the correlation above, the researcher came to the conclusion the correlation between between students' motivation in reading and reading comprehension in SMAN 1 Kota Bengkulu had a significant correlation with the score correlation 0,966 and it was clasified as very strong correlation.

B. Discussion

The researcher would like to discuss and interpret the research results in this section. The writer concludes that there was a significant relationship between students' learning motivation and their reading comprehension achievement. The students' reading motivation test used a questionnaire and the test was conducted for students' reading comprehension. which is calculated by Pearson product moment formulation was 0.966 . It is classified into very high correlation. The results of the study can be interpreted that students' motivation has a moderate effect on learning achievement in reading comprehension. Students who have motivation towards English affect their willingness to read and their participation and commitment to study well because motivation is one of the factors that determine the success of failure in learning a second language which can affect the frequency of using learning strategies, willingness to learn, and persistence in learning.

The participants in this study were 36 students (N = 36). From the results of the study, it was known that the value of students' reading motivation Based on likert scale there were 6 students (16,7%) who were indicated as highly motivated, then, there were 23 students (63,9%) who were indicated as medium motivated. And 7 students (19,4%) who were indicative of low motivation. According to the results of the questionnaire, medium motivation was the most perceived type of reading motivation. Next, The results of the reading comprehension test there were 2 students (5,6%) who were indicated as very high in reading comprehension. 10 students (27,8%) who were indicated as high in reading comprehension. 16 students (44,4%) who were indicated as medium in reading comprehension. 3 students (8,3%) who were indicated as low in reading comprehension and 5 students (13,9%) who were indicated as very low in reading comprehension. In conclusion, it was classified medium which was the most frequent level of students' reading

comprehension. According to the hypothesis above, it showed the hypothesis was accepted . From the coefficient test above could be known that because rxy = 0,966 > rtable 5 % = 0,329. So rxy > rtable (5 %). As a result, it can be concluded, there was a correlation between students' motivation in reading and their reading comprehension achievement in SMAN 1 Kota Bengkulu.

Student motivation affects students' reading comprehension and grade x science at SMAN 1 Bengkulu city. This statement was consistent with several research findings, such as: Parliyah and Tanty Khotimah's paper "The Relationship Between Student Motivation and Reading Comprehension of Class I Students of SMPN 1 Cisarua West Bandung" was published in the Journal of PROJECT (Journal of English Education Professionals) in 2020. Ferawaty Puspitorini and Haris Hamdani, was published in the Journal of IJEAL (International Journal of English and Applied Linguistics) in 2021. Next the study entitled "The

Relationship Between Learning Motivation and Reading Learning Achievement for Class X Students of SMAN 8 Bekasi," . Rita Sari's research, "The Relationship of Student Motivation with Reading Comprehension in Semester II Students of English Language Education at Batanghari University," was published in the Journal of English Language Teaching in 2020. Based on these studies, it is known that there is a significant correlation between students' motivating and their reading comprehension this is also the same as the results of research conducted by researchers. However, there is something that distinguishes this research from other research, namely the difference in the method used by Rita Sari, which uses a qualitative method while this study uses a quantitative method. Another difference is in the sampling technique used by Ferawati which uses a simple random side technique while this study uses purposive sampling. In addition, there are differences in the focus of the research studied. The focus of this research is in terms of the

object to be studied. In this case, the object of this research is the students of class X IPA SMAN 1 Bengkulu City. In addition, the researcher chose this topic to help teachers realize how important motivation is in students' reading comprehension.

The researcher hopes that this research can provide a reference for teachers in teaching English in high school to improve their students' motivation and reading comprehension. Schools and teachers are expected to increase their contribution in an effort to improve student achievement and attention to student learning motivation. The researcher also hopes that this research will have another positive impact, namely it can make an evaluation of English teachers to improve students' motivation and reading comprehension. The results of this study can be used as input for the school and SMAN 1 teachers to pay attention to students' motivation and reading comprehension. This research is also expected to increase knowledge as

prospective teachers. The results of this study can stimulate their motivation in reading to get better results understand the lesson as well as other things. The results of this study can be a stepping stone to improve students' reading comprehension. In addition, this research is also expected to be useful as a reference for future researchers who want to conduct similar research.

The implication of this research on reading is to explain that reading comprehension will be higher if students' motivation in reading is also high and vice versa if reading motivation is low it will have an impact on students' low reading comprehension and this will lead to their lack of knowledge. Reading Comprehension is a skill that must be practiced on a regular basis, so students should practice the techniques regularly in reading activities to boost their reading motivation and eliminate barriers to reading, their ability in reading comprehension will increase. The results of this study can be used as a reference for further research and

will add to the understanding of other authors when they want to write about research on the relationship between internal motivation reading and comprehension in reading comprehension in various fields or levels and will help improve writing and this research will provide an overview of understanding related to the problems in this research.

CHAPTER V

CONCLUSION

A. Conclusion

After the research was conducted at the class X Science students of SMAN 1 Kota Bengkulu, the major resultss are summarized as follows.

First, the students' motivation level in reading comprehension at class X Science students SMAN 1 Kota Bengkulu was high. The category table for students' reading motivation shows that the mean was 13,53 , which was in the medium motivation range (118 – 147). 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 achievement, the researcher discovered that the quality of reading comprehension at X grade Science students of SMAN 1 Kota Bengkulu of was medium. According to the category table of students' achievement in

reading comprehension, the mean was 66,56 , which was in the medium range (60-73).

Third, the writer concludes that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted based on the hypothesis testing described above. It can be seen from the result of r xy is 0.966 with the N is 36.

The result of rtable of the degree of significance 5% = 0.329 .So rxy>rt (0.966>0.329).

The author concludes that this research provides an answer to the research question, "Is there a significant relationship between students' reading motivation and their reading comprehension?" The response is that there is a significant correlation between students' reading motivation and their reading comprehension with the very strong correlation.

B. Suggestion

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.

REFERENCES

Adiyanta, F. C. S. (2019). Laporan penggunaan MKJP tahun 2018-2019. *Adminitrative Law & Governance Journal*, *2*(4), 697–709.

Agustina, E. T., Wahyudin, A. Y., & Pratiwi, A. A. (2021). The Students ' Motivation and Academic Achievement at Tertiary Level : A Correlational Study. *Journal of Arts and Education*, *1*(1), 29–38.

Alfitriyani, K. N. (2019). The Influence of Learning Motivation and Self Confidence Toward English Learning Achievement of The Second Grade Students of SMA N 1 Srandakan in The Academic Year 2018 / 2019. *English Language Teaching Education Journal*, *1*(1), 1–14.

Brown, H. D. (2012). Principles of Language Learning and Teaching. In *Encyclopedia of the Sciences of Learning* (5th edition). New York:Pearson Longman. https://doi.org/10.1007/978-1-4419-1428-6_347

Creswell, J. W. (2015). *Educational Research* (4th editio, Vol. 7, Issue 1). New York: Pearson Education. https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/downloadhttp://www.econ.upf.edu/~reynal/Civil wars_12December2010.pdfhttps://think-asia.org/handle/11540/8282https://www.jstor.org/stable/41857625

Dewi, L. M., & Safitri, Y. (2020). The Correlation Between Students' Reading Habit and Their Reading Comprehension. *Jurnal Basis*, *7*(1), 207. https://doi.org/10.33884/basisupb.v7i1.1856

Dörnyei, Z. (2018). Motivating Students and Teachers. *The TESOL Encyclopedia of English Language Teaching*.

https://doi.org/10.1002/9781118784235.eelt0128

Fatmasari, R. K., & Fitriyah, H. (2018). *Ketrampilan Membaca*. Bangkalan: STKIP PGRI Bangkalan.

Febriani, H., & Jono, A. A. (2021). Improving Students Reading Comprehension of Procedural Text Using KWL Strategy. *Jurnal Al-Lughah*, *10*(2002), 95–113.

Fraenkel, Jack R., Wallen, N. E., & Hyun, H. H. (2006). *How to Design and Evaluate Research in Eucation* (8th EDITION, Vol. 1999, Issue December). New York: McGraw-Hill Education.

Halidjah. (2019). Pemberian Motivasi Untuk Meningkatkan Kegiatan Membaca Siswa Sekolah Dasar. *Journal of Chemical Information and Modeling*, *53*(9), 1689–1699.

Hardiyanto, T., Mustofa, M., & Karimullah, I. W. (2019). *ISSN JP3, Volume , No. ,Juli 2019*. *2015*.

Harmer, J. (2018). How to teach writing. In *Overland* (Vol. 2018-Winte, Issue 231, pp. 3–7). London: Longman.

Hatch, E., & Lazaraton, A. (1991). *Design and statistics for applied linguistics: the research manual.*Boston: Heinle&Heinle Publisher.

Imran, F. (2022). The Effect Of Hyponym On Students ' Vocabulary Viewed From Motivation. *Jurnal Ilmiah Mandala Education*, *8*(1), 639–647.

Marbun, I. S., & Sipahuta, R. A. (2016). The Correlation between Motivation and Students' Achievement in Reading Comprehension at SMP Negeri 8 Grade VIII Pematangsiantar. *Journal of English Teaching as a Foreign Language*, *2*(1), 29.

Nunan, D. (1995). Research Methods in Language Learning.

TESOL Quarterly, *29*(3), 601. https://doi.org/10.2307/3588081

Nursalina, A. I., & Budiningsih, T. E. (2014). Hubungan Motivasi Berprestasi Dengan Minat Membaca Pada Anak. *Educational Psychology Journal*, *3*(1), 1–7.

Parliyah, P., & Khotimah, T. (2020). The Correlation Between Students' Motivation and Reading Comprehension of the First Year Students of Smpn 1 Cisarua Bandung Barat. *PROJECT (Professional Journal of English Education)*, *3*(1), 65. https://doi.org/10.22460/project.v3i1.p65-72

Prawiyogi, A. G., Sadiah, T. L., Purwanugraha, A., & Elisa, P. N. (2021). Penggunaan Media Big Book untuk Menumbuhkan Minat Membaca di Sekolah Dasar. *Jurnal Basicedu*, *5*(1), 446–452. https://doi.org/10.31004/basicedu.v5i1.787

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Puspitorini, F. (2021). 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), 126–131. https://doi.org/10.47709/ijeal.v1i2.1063

Ramadhanti, S. Y., Gailea, N., & Evenddy, S. S. (2021). The Influence of Using Wattpad Application Toward Students ' Reading Comprehension in Narrative Text. *Journal Education and Development Institut Pendidikan Tapanuli Selatan*, *9*(2), 72–77.

Rauatmaa, H. (2011). *Organisations' satisfaction with the green office environmental management system by wwf finland*.Oulu: Oulu University of Applied Science.

Riandry, F. N., Harida, E. S., & Rambe, S. (2018). Reading Strategies Used By Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, *4*(2), 263. https://doi.org/10.24952/tazkir.v4i2.1116

Risqi, H. B., Saleh, C., & Prihatini, D. (2016). Pengaruh Motivasi Intrinsik Dan Motivasi Ekstrinsik Terhadap Kinerja Melalui Perilaku Kerja Karyawan Honorer Hotel Dan Pemandian Kebonagung Jember. *Artikel Ilmiah Mahasiswa 2016*, 1–8. http://repository.unej.ac.id/bitstream/handle/123456789/78345/HIDAYAH BABUR RISQI.pdf?sequence=1&isAllowed=y

Rizal, S. (2017). Developing Esp Reading Comprehension Instructional Materials Through Schema Theory Approach At Pai Study Program of Tarbiyah Faculty of Iain Bengkulu. *UAD TEFL International Conference*, *1*, 491. https://doi.org/10.12928/utic.v1.205.2017

Rosmayanti, D., & Yanuarti, H. (2018). The Relationship Between Students ' Motivation and Their Learning Achievement. *PROJECT (Professional Journal of English Education)*, *1*(6), 783–788.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, *25*(1), 54–67. https://doi.org/10.1006/ceps.1999.1020

Sari, R. (2020). The Correlation between Students ' Motivation and Reading Comprehension at The Second Semester Students at English Language Education at University of Batanghari. *Jelt : Journal of English Language Teaching*, *4*(2), 94–103.

Suharsimi, A. (2006). *Prosedure Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Syahfutra, W., & Niah, S. (2019). Improving Students' Reading Comprehension by Using Problem-based Learning Strategy. *Journal of Education Informatic Technology and Science (JeITS)*, *1*(1), 125–136. https://ejurnal.umri.ac.id/index.php/JeITS/article/view/1246#:~:text=Problem-based learning (PBL),order to solve a problem.

Verawati, Rika. (2016). Pengaruh Kepemimpinan, Motivasi Kerja Dan Komitmen Kerja Terhadap Kinerja Guru Madrasah Aliyah Negeri (Man) Lubuk Alung. *Journal of Economica and Economica Education*, *4*(2), 296–307. https://doi.org/10.22202/economica.v4i2.650

Watkins, M. W., & Coffey, D. Y. (2004). Reading Motivation: Multidimensional and Indeterminate. *Journal of Educational Psychology*, *96*(1), 110–118. https://doi.org/10.1037/0022-0663.96.1.110

Wigfield, A., & Guthrie, J. T. (1997). Relations of Children ' s Motivation for Reading to the Amount and Breadth of Their Reading. *Journal of Educational Psychology*, *89*(3), 420–432.

APPENDICES

APPENDICES 1

TRY OUT

INSTRUMENT

Name :

Class :

Information about test:

1. This reading comprehension test is made to complete a research.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.

Read the text and answer the questions.

The following text is for Question 1-5

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not

been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What the type of this text ?
   a. A narrative text
   b. A description text
   c. A recount text
   d. An anecdote text
   e. announcement
2. What destroyed the homes of all rats?
   a. A group of mice did
   b. The hunter did
   c. Elephant-hunter did
   d. A group of elephant did
   e. Human
3. What helped the elephant's herd free?
   a. The elephant-hunter did
   b. The hunters did
   c. The trapped elephants did
   d. Entire group of rats did
   e. Lion
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Ending
5. At the end of the story, how was the elephant's herd?
   a. Angry

b. Sad
c. Happy
d. Dead
e. Healthy

Questions 6-8 refer to the following announcement!

Police are trying to locate Miss Elsie Pearson, age 70, who disappeared from Kurnia‟s Home for the Elderly on Wednesday night. Miss Pearson is 165 centimeters tall, weights 100 kilograms, and has short brown hair. She wears thick glasses, has a light complexion, and brown eyes. When last seen she was wearing a short blue jacket, brown slack and black shoes.

6. Which statement is **true** about Miss Pearson?
   a. She is an old lady
   b. She was wearing a blue dress
   c. She has brown hair and black eyes
   d. She left Kurnia's Home in the morning
   e. She is alone
7. How is miss Pearson's appearance?
   a. She's overweight
   b. She's ideal weight
   c. She's slim
   d. She's Tiny
   e. She's mad
8. What is the announcement about?
   a. A missing person
   b. A police's research
   c. kurnia's Home for ederly
   d. Miss Pearson's appereance

e. A helper

Question for number 9-11

To : Mr. Andi

From : Director

Subject : Metting

Date : February 5th, 2019

Please attend the metting with Mr. Roni at the Hotel Bringin on Friday, February 8th 2019 at the 8 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

9. Who wrote the memo?
   a. Manager
   b. Mr. Roni
   c. Mr. Andi
   d. The secretary
   e. Director
10. When the meeting will be held?
   a. Friday
   b. Sunday
   c. Monday
   d. Saturday
   e. tuesday
11. What is the purpose of the memo?
   a. Giving information to Mr. Roni
   b. To ask Mr. Roni to come to the hotel
   c. Asking Mr. Andi to come the metting
   d. Telling the director to have a metting
   e. To ask director to go out

Question for number 12-14

Are you familiar with Microsoft Corporation? It is the computer software company in the United States. The software is popular around the world. It is useful to do the office jobs and the others. Do you know who founded Microsoft? He is Bill Gates.

Bill Gates is an America business executive. He has been the chairman of Microsoft Corporation for years. Gates was born in 1955. He cofounded Microsoft in 1975 with high school friend Paul Ailen. The company's success made Gates one of the most influential figures in the computer industry. Eventually, he becomes one of the richest people in the world.

In June 2006, Gates announced that he would begin transitioning from a full time role at Microsoft to a full time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzle, a veteran leader in computer technology and creator of Lotus Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part time role at the company he confounded.

12. what happened in 1955?
    a. The Microsoft was cofounded
    b. Bill Gates was born
    c. Bill Gates retired
    d. The first computer was built
    e. Paul Allen was Gates best friend
13. Which statement is ***not*** true about Bill Gates?
    a. The chairmen of Microsoft
    b. A computer programmer
    c. The richest person in the world
    d. Co-found Microsoft
    e. An American business executive

14. The text talks about……
    a. Microsoft
    b. American Business executive
    c. Bill Gates
    d. The richest Person
    e. Lotus notes

Question for number 15-18

How to Make Apple Juice

First, choose the sweet apples. Then, core the apples and cop them. After that, prepare the jar. Next, cook the apples. Turn the stove on the high. Once the water is bolling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on the low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

15. What kind of this text?
    a. Letter
    b. Report text
    c. Recount Text
    d. Announcement text
    e. Procedure text
16. What is being informed?
    a. How to make apple jam
    b. How to make apple juice
    c. How to sell an apple juice
    d. How to choose sweet apples
    e. How to make a jars
17. What is the meaning of word "choose"?
    a. Cut
    b. Move

c. Select
d. Collect
e. Mix

18. How many steps in there to make apple juice?

a. Nine
b. Eight
c. Five
d. Four
e. Eleven

Question for number 19-22

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

19. What is the text about ?

a. Tiger
b. Crocodile
c. Dog
d. Lion
e. Ant

20. When does the writer visit to safari park ?

a. Last week ago
b. On tuesday
c. Last year ago
d. On Sunday
e. Last month ago

21. Only female lions do the hunting means .....

a. The male lions do hunting for the female
b. The male lions do hunting by themselves

c. The female lions do hunting by themselves

d. The female lions just take the meat

e. No one do the hunting

22. “It is large and strong” the synonim of strong is .....

a. Successful

b. Warmful

c. Peaceful

d. Harmful

e. Powerful

The following text is for questions number 23-25

Hello my name is Gita Iswara sekarwangi. I am one of of the students at SMA Al Kamal. I was born on Tanggerang, December 1st 2004. I am 15 years old and in December I am going to be 16 years old. My dream is to be a renowned scientist like Einstein.

My father works as a physics teacher, while my mother works as chemistery teacher. Since childhood, I was given a lot of learning about physics and chemistery by my parents. So , I know a little about the sciences and if you want to learn, let’s learn together. Thank you

23. What kind of the text is it ?

a. Congratulation

b. Invitation

c. Introduction

d. Greeting

e. Announcement

24. What is the writer’s dream ?

a. To be an artist

b. To be a chemistery teacher

c. To be a musician

d. To be an architect

e. To be a scientist

25. Where does the writer come from ?

a. Tenggarong

b. Tanggerang

c. Tasikmalaya

d. Timika
e. Tulung Agung

The following text is for number 26-30

Why Should Wearing a Helmet When Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider‟s life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shortly, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on the head without settling them properly. The bikers should fassten the helmet correctly to their head in order to get safe and comfort.

26. Below is **not** the risk of motorcycle rider besides road accident ...

a. Mud
b. Rain
c. Sleet
d. Sleepy truck driver
e. Slow

27. What is the main function of helmet?

a. Effective
b. Protection
c. Efficiency
d. Support system
e. warm

28. "Helmets give the opportunity for rider to express the image they may want to project when riding on they way"

The aspect which can be the helmet's function is ... Aspect.

a. Protection
b. Effeciency
c. Stylistic aspect
d. Support system
e. Fashion

29. "By choosing the most appropiate helmet from all of the <u>various</u> styles, such as beanie, shorty, German, and many others."

The antonym of the underline word above is ...

a. Serve
b. Multi
c. Single
d. Several
e. Kind

30. The next above shows the expression of ...

a. Giving the invitation
b. Giving a suggestion
c. Giving the letter
d. Giving an offer
e. Giving direction

The following text is for number 31-35

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

31.Paragraph three mainly tells that….

a. The little mouse asked forgiveness
b. The hunters carried the lion alive to the king
c. The lion was tied to a tree by the hunters
d. The little mouse could prove that he could help the lion
e. The lion helped the hunters

32.What is the moral lesson from the text?

a. Don't look at someone because of his clothes
b. It is best to prepare for the days of necessity

c. Common people may prove great ones
d. United we stand, divided we fall
e. Be good

33. What did the little mouse do to prove his words?
a. He would never forget the lion.
b. He tried hard to help the lion free.
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He asked for apology to the hunter

34. The word "huge" (p.1) means very…..
a. Old
b. Sweet
c. Tall
d. Tiny
e. Large

35. At the end of the story, how was the lion's herd?
a. Angry
b. Sad
c. Happy
d. Dead
e. Agile

APPENDICES 2

READING COMPREHENSION TEST INSTRUMENT

Name :

Class :

Information about test:

1. This reading comprehension test is made to complete a research.
2. The information that is obtained from this test is the

basis to analyze how much students' reading comprehension.

Read the text and answer the questions.

The following text is for Question 1-2

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Ending
2. At the end of the story, how was the elephant's herd?

a. Angry
b. Sad
c. Happy
d. Dead
e. Healthy

Questions 3-4 refer to the following announcement!

Police are trying to locate Miss Elsie Pearson, age 70, who disappeared from Kurnia‟s Home for the Elderly on Wednesday night. Miss Pearson is 165 centimeters tall, weights 100 kilograms, and has short brown hair. She wears thick glasses, has a light complexion, and brown eyes. When last seen she was wearing a short blue jacket, brown slack and black shoes.

3. How is miss Pearson's appearance?
   a. She's overweight
   b. She's ideal weight
   c. She's slim
   d. She's Tiny
   e. She's mad
4. What is the announcement about?
   a. A missing person
   b. A police's research
   c. kurnia's Home for ederly
   d. Miss Pearson's appereance
   e. A helper

Question for number 5-6

To	: Mr. Andi
From	: Director
Subject	: Metting
Date	: February 5th, 2019

Please attend the metting with Mr. Roni at the Hotel Bringin on Friday, February 8th 2019 at the 8 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

5. Who wrote the memo?
    a. Manager
    b. Mr. Roni
    c. Mr. Andi
    d. The secretary
    e. Director
6. When the meeting will be held?
    a. Friday
    b. Sunday
    c. Monday
    d. Saturday
    e. Tuesday

Question for number 7-8

Are you familiar with Microsoft Corporation? It is the computer software company in the United States. The software is popular around the world. It is useful to do the office jobs and the others. Do you know who founded Microsoft? He is Bill Gates.

Bill Gates is an America business executive. He has been the chairman of Microsoft Corporation for years. Gates was born in 1955. He cofounded Microsoft in 1975 with high school friend Paul Ailen. The company's success made Gates one of the most influential figures in the computer industry. Eventually, he becomes one of the richest people in the world.

In June 2006, Gates announced that he would begin transitioning from a full time role at Microsoft to a full time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzle, a veteran leader in computer technology and creator of Lotus Notes.

Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part time role at the company he confounded.

7. Which statement is ***not*** true about Bill Gates?
    a. The chairmen of Microsoft
    b. A computer programmer
    c. The richest person in the world
    d. Co-found Microsoft
    e. An American business executive
8. The text talks about……
    a. Microsoft
    b. American Business executive
    c. Bill Gates
    d. The richest Person
    e. Lotus notes

Question for number 9-11

How to Make Apple Juice

First, choose the sweet apples. Then, core the apples and cop them. After that, prepare the jar. Next, cook the apples. Turn the stove on the high. Once the water is bolling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on the low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

9. What is being informed?
    a. How to make apple jam
    b. How to make apple juice
    c. How to sell an apple juice
    d. How to choose sweet apples
    e. How to make a jars

10. What is the meaning of word “choose”?
    a. Cut
    b. Move
    c. Select
    d. Collect
    e. Mix
11. How many steps in there to make apple juice?
    a. Nine
    b. Eight
    c. Five
    d. Four
    e. Eleven

Question for number 12-15

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

12. What is the text about ?
    a. Tiger
    b. Crocodile
    c. Dog
    d. Lion
    e. Ant
13. When does the writer visit to safari park ?
    a. Last week ago
    b. On tuesday
    c. Last year ago
    d. On Sunday

e. Last month ago

14. Only female lions do the hunting means .....
    a. The male lions do hunting for the female
    b. The male lions do hunting by themselves
    c. The female lions do hunting by themselves
    d. The female lions just take the meat
    e. No one do the hunting
15. “It is large and strong” the synonim of strong is .....
    a. Successful
    b. Warmful
    c. Peaceful
    d. Harmful
    e. Powerful

The following text is for questions number 16-18

Hello my name is Gita Iswara sekarwangi. I am one of of the students at SMA Al Kamal. I was born on Tanggerang, December 1st 2004. I am 15 years old and in December I am going to be 16 years old. My dream is to be a renowned scientist like Einstein.

My father works as a physics teacher, while my mother works as chemistery teacher. Since childhood, I was given a lot of learning about physics and chemistery by my parents. So , I know a little about the sciences and if you want to learn, let’s learn together. Thank you

16. What kind of the text is it ?
    a. Congratulation
    b. Invitation
    c. Introduction
    d. Greeting
    e. Announcement
17. What is the writer’s dream ?
    a. To be an artist
    b. To be a chemistery teacher
    c. To be a musician
    d. To be an architect

e. To be a scientist

18. Where does the writer come from ?
    a. Tenggarong
    b. Tanggerang
    c. Tasikmalaya
    d. Timika
    e. Tulung Agung

The following text is for number 19-21

Why Should Wearing a Helmet When Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider‟s life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shortly, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on the head without settling them properly. The

bikers should fassten the helmet correctly to their head in order to get safe and comfort.

19. What is the main function of helmet?
    a. Effective
    b. Protection
    c. Efficiency
    d. Support system
    e. warm

20. "Helmets give the opportunity for rider to express the image they may want to project when riding on they way"

    The aspect which can be the helmet's function is ... Aspect.

    a. Protection
    b. Effeciency
    c. Stylistic aspect
    d. Support system
    e. Fashion

21. "By choosing the most appropiate helmet from all of the <u>various</u> styles, such as beanie, shorty, German, and many others."

    The antonym of the underline word above is ...

    a. Serve
    b. Multi
    c. Single
    d. Several
    e. Kind

The following text is for number 22-25

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed

his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

22.Paragraph three mainly tells that….

a. The little mouse asked forgiveness
b. The hunters carried the lion alive to the king
c. The lion was tied to a tree by the hunters
d. The little mouse could prove that he could help the lion
e. The lion helped the hunters

23.What did the little mouse do to prove his words?

a. He would never forget the lion.
b. He tried hard to help the lion free.
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He asked for apology to the hunter

24.The word "huge" (p.1) means very…..

a. Old
b. Sweet
c. Tall
d. Tiny
e. Large

25. At the end of the story, how was the lion’s herd?p

f. Angry
a. Sad
b. Happy
c. Dead
d. Agile

APPENDICES 3

Instrument of MRQ (Motivation Reading Questionnaire)

The Directions:

1. Write dawn your name and class;

   Name :

   Class :

2. Give the mark (√) on the column which represents which represents

   yourself during reading experiences.

Motivation Reading Questionnaire

No	Factors	A Lot Like Me	A Little Like Me	A Little Different From	A Very Different From
1.	**Nilai-kepatuhan**				
	Menyelesaikan setiap tugas membaca sangat penting				
	saya selalu berusha menyelesaikan bacaan saya tepat aktu)				
	Sangat penting untuk menjadi pembaca yang baik.				

	Membaca untuk meningkatkan nilai saya dalam bahasa inggris				
	Nilai adalah cara yang baik untuk melihat apa yang anda				
	Saya berharap untuk mengetahui nilai membaca				
	Orang tua saya bertanya tentang nilai membaca saya.				
	Saya selalu melakukan pekerjaan membaca saya seperti yang diinginkan guru				
	Orang tua saya sering memberi tahu saya betapa bagusnya pekerjaan yang				
	Sebagai perbandingan, penting untuk menjadi pembaca yang baik.				
2.	**Keterlibatan**				
	Saya menikmati buku cerita atau fiksi yang panjang dan				
	Saya membuat gambar dalam pikiran saya ketika				
	Saya membaca banyak cerita petualangan.				
	Saya membaca karena saya				
	Jika saya membaca topik yang menarik, saya lupa				
	Saya membaca cerita tentang fantasi dan				
	Saya suka membaca cerita tentang misteri.				
	Jika sebuah buku menarik, saya tidak peduli betapa sulitnya membacanya.				
3.	**Sosial**				

	Teman-teman saya dan saya suka bertukar buku untuk				
	Saya kadang-kadang membaca untuk orang tua				
	Saya berbicara dengan teman-teman saya tentang apa yang saya baca.				
	Saya suka memberi tahu keluarga saya tentang apa				
	Teman-teman saya terkadang memberi tahu saya bahwa saya adalah				
	Saya sering membacakan untuk saudara laki-laki atau perempuan saya.				
	Saya merasa seperti saya berteman dengan orang-orang di buku yang bagus.				
4.	**Kompetisi**				
	Saya akan bekerja keras untuk membaca lebih baik dari teman-teman saya.				
	Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman-teman saya.				
	Saya suka menyelesaikan bacaan saya sebelum siswa				
	Saya suka menjadi satu-satunya yang tahu				
5.	**Membaca menghindari kerja**				
	Saya tidak suka membaca sesuatu dengan kata-kata				
	Cerita yang rumit tidak menyenangkan untuk dibaca				
	Saya tidak suka pertanyaan tentang kosakata.				

	Saya tidak suka jika ada terlalu banyak orang dalam				
6.	**Rasa ingin tahu**				
	Saya membaca tentang hobi saya untuk mempelajari lebih lanjut tentang mereka.				
	Jika guru membahas topik yang menarik, saya mungkin membaca lebih banyak				
	Saya suka membaca tentang hal-hal baru.				
	Saya suka ketika pertanyaan dalam buku membuatku				
7.	**Pengakuan**				
	Saya suka mendengar guru mengatakan saya membaca dengan baik.				
	Saya suka mendapat pujian atas bacaan saya.				
	Saya suka menjadi yang terbaik dalam membaca.				
	Saya senang ketika seseorang mengenali bacaan				
8.	**Kemanjuran**				
	Saya seorang pembaca yang baik.				
	Saya percaya saya akan melakukannya dengan baik dalam membaca semester				
	Saya belajar lebih banyak dari membaca daripada kebanyakan siswa di kelas.				
	Dibandingkan dengan mata pelajaran lain, saya melakukan yang terbaik				

Source: Watkins & Coffey, 2004

APPENDICES 4 Validation of MRQ

SURAT KETERANGAN

Hal : Validasi Intrumen

Yang bertanda tangan dibawah ini :

Nama : Indah Wijaya, S.Pd

Telah memvalidasi instrumen Motivation Reading Questionnaire dari penelitian yang berjudul " ***The Correlation Between Students' Motivation in Reading and Their Reading Comprehension in SMAN 1 Kota Bengkulu***" oleh peneliti :

Nama : Hesy Dwi Fitriyanti

Nim : 1811230066

Prodi : Tadris Bahasa Inggris

Demikian surat keterangan ini saya buat untuk digunakan semestinya.

Bengkulu, Mei 2022
Validator Intsrumen

Indah Wijaya, S.Pd

APPENDICES 5 Validation Reading Comprehesion Test

NO	NAMA SISWA	BUTIR SOAL																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	A	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
2	B	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	C	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1
4	D	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	E	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	F	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	G	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	H	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1
9	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
10	J	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
11	K	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0
12	L	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0
13	M	1	1	1	0	0	1	1	0	1	1	1	0	0	0	0	0	1	1	1	1	0
14	N	1	1	1	1	0	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	1
15	O	1	1	1	0	0	1	0	1	0	0	0	0	1	1	1	0	1	0	1	1	1
16	P	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1
17	Q	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	0	0
18	R	1	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1
19	S	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0	0
	NP	18	18	18	13	13	17	15	14	14	15	16	11	17	13	12	13	12	13	14	13	14
	RVALUE	0,242	0,303	0,242	0,54	0,4818	0,287	0,5146	0,66	0,645	0,548	0,408	0,224	0,827	0,554	0,423	0,6987	0,646	0,757	0,66	0,742	0,63
	RTABLE	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,496	0,456	0,456	0,456	0,456	0,456	0,456	0,456

22	23	24	25	26	27	28	29	30	31	32	33	34	35	Y	Y^2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	1156
1	1	1	1	0	1	1	1	1	1	1	1	1	1	34	1156
1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	1089
1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	1089
1	1	1	1	1	1	1	1	1	1	0	1	1	1	34	1156
1	1	1	0	1	1	1	1	1	1	1	1	1	0	33	1089
1	0	1	0	1	1	1	1	1	1	1	1	1	1	33	1089
1	1	1	1	1	1	1	1	1	1	1	1	1	1	33	1089
1	1	1	0	1	1	1	1	1	1	1	1	1	1	33	1089
1	1	1	1	1	1	1	1	1	1	1	1	1	1	34	1156
0	0	1	0	1	0	1	0	1	1	1	1	0	0	17	289
0	1	1	0	1	0	0	1	0	0	1	0	0	0	18	324
0	0	0	0	1	1	0	0	1	1	1	0	1	0	18	324
0	0	1	0	0	1	1	1	1	1	0	1	0	0	19	361
1	1	0	1	0	1	0	0	1	0	1	1	1	0	20	400
1	0	0	0	1	0	1	1	1	1	0	0	0	1	18	324
0	1	0	0	1	1	1	0	0	1	1	1	1	0	20	400
1	0	0	0	1	1	1	0	1	0	1	0	1	0	15	225
0	0	1	0	1	0	0	1	1	1	1	1	1	1	16	256
13	12	14	8	16	15	15	14	17	16	16	15	15	11	495	245025
0,699	0,646	0,599	0,634	0,0951	0,581	0,531	0,615	0,309	0,464	0,132	0,581	0,531	0,6592		
0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456	0,456		

APPENDICES 6 Answers of MRQ

Instrument of MRQ (Motivation Reading Questionnaire)

The Directions:

1. Write dawn your name and class;
   Name : ADINDA Permata Putri
   Class : X IPA 3
2. Give the mark (√) on the column which represents which represents yourself during reading experiences.

Motivation Reading Questionnaire

No	Factors	A Lot Like Me	A Little Like Me	A Little Different From Me	A Very Different From Me
1.	Nilai-kepatuhan	✓			
	Menyelesaikan setiap tugas membaca sangat penting	✓			
	saya selalu berusha menyelesaikan bacaan saya tepat aktu)		✓		
	Sangat penting untuk menjadi pembaca yang baik.	✓			
	Membaca untuk meningkatkan nilai saya dalam bahasa inggris.	✓			
	Nilai adalah cara yang baik untuk melihat apa yang anda lakukan	✓			
	Saya berharap untuk mengetahui nilai membaca saya.		✓		
	Orang tua saya bertanya tentang nilai membaca saya.	✓			

	Saya selalu melakukan pekerjaan membaca saya seperti yang diinginkan guru saya.)		✓		
	Orang tua saya sering memberi tahu saya betapa bagusnya pekerjaan yang saya lakukan.			✓	
	Sebagai perbandingan, penting untuk menjadi pembaca yang baik.		✓		
2.	**Keterlibatan**				
	Saya menikmati buku cerita atau fiksi yang panjang dan terlibat.			✓	
	Saya membuat gambar dalam pikiran saya ketika saya membaca.		✓		
	Saya membaca banyak cerita petualangan.			✓	
	Saya membaca karena saya harus	✓			
	Jika saya membaca topik yang menarik, saya lupa waktu.				✓
	Saya membaca cerita tentang fantasi dan khayalan.		✓		
	Saya suka membaca cerita tentang misteri.	✓			
	Jika sebuah buku menarik, saya tidak peduli betapa sulitnya membacanya.		✓		
3.	**Sosial**				
	Teman-teman saya dan saya suka bertukar buku untuk dibaca.			✓	
	Saya kadang-kadang membaca untuk orang tua saya		✓		

	Saya berbicara dengan teman-teman saya tentang apa yang saya baca.			✓	
	Saya suka memberi tahu keluarga saya tentang apa yang saya baca.				✓
	Teman-teman saya terkadang memberi tahu saya bahwa saya adalah pembaca yang baik.				✓
	Saya sering membacakan untuk saudara laki-laki atau perempuan saya.				✓
	Saya merasa seperti saya berteman dengan orang-orang di buku yang bagus.	✓			
4.	**Kompetisi**				
	Saya akan bekerja keras untuk membaca lebih baik dari teman-teman saya.		✓		
	Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman-teman saya.	✓			
	Saya suka menyelesaikan bacaan saya sebelum siswa lain.			✓	
	Saya suka menjadi satu-satunya yang tahu jawabannya.				✓
5.	**Membaca menghindari kerja**				
	Saya tidak suka membaca sesuatu dengan kata-kata yang sulit.				✓
	Cerita yang rumit tidak menyenangkan untuk dibaca.				✓
	Saya tidak suka pertanyaan tentang kosakata.			✓	

	Saya tidak suka jika ada terlalu banyak orang dalam cerita.		✓		
6.	**Rasa ingin tahu**				
	Saya membaca tentang hobi saya untuk mempelajari lebih lanjut tentang mereka.		✓		
	Jika guru membahas topik yang menarik, saya mungkin membaca lebih banyak tentang itu.	✓			
	Saya suka membaca tentang hal-hal baru.	✓			
	Saya suka ketika pertanyaan dalam buku membuatku berpikir.		✓		
7.	**Pengakuan**				
	Saya suka mendengar guru mengatakan saya membaca dengan baik.				✓
	Saya suka mendapat pujian atas bacaan saya.				✓
	Saya suka menjadi yang terbaik dalam membaca.				✓
	Saya senang ketika seseorang mengenali bacaan saya.				✓
8.	**Kemanjuran**				
	Saya seorang pembaca yang baik.			✓	
	Saya percaya saya akan melakukannya dengan baik dalam membaca semester depan.		✓		
	Saya belajar lebih banyak dari membaca daripada kebanyakan siswa di kelas.				✓
	Dibandingkan dengan mata pelajaran lain, saya melakukan yang terbaik dalam membaca.		✓		

Source: Watkins & Coffey, 2004

2

Instrument of MRQ (Motivation Reading Questionnaire)

The Directions:

1. Write dawn your name and class;
   Name : Aditya Tri Saputra
   Class : X IPA3
2. Give the mark (√) on the column which represents which represents yourself during reading experiences.

Motivation Reading Questionnaire

No	Factors	A Lot Like Me	A Little Like Me	A Little Different From Me	A Very Different From Me
1.	**Nilai-kepatuhan**				
	Menyelesaikan setiap tugas membaca sangat penting		√		
	saya selalu berusha menyelesaikan bacaan saya tepat aktu)		√		
	Sangat penting untuk menjadi pembaca yang baik.		√		
	Membaca untuk meningkatkan nilai saya dalam bahasa inggris.		√		
	Nilai adalah cara yang baik untuk melihat apa yang anda lakukan			√	
	Saya berharap untuk mengetahui nilai membaca saya.			√	
	Orang tua saya bertanya tentang nilai membaca saya.			√	

	Saya selalu melakukan pekerjaan membaca saya seperti yang diinginkan guru saya.)		✓		
	Orang tua saya sering memberi tahu saya betapa bagusnya pekerjaan yang saya lakukan.			✓	
	Sebagai perbandingan, penting untuk menjadi pembaca yang baik.			✓	
2.	**Keterlibatan**				
	Saya menikmati buku cerita atau fiksi yang panjang dan terlibat.		✓		
	Saya membuat gambar dalam pikiran saya ketika saya membaca.		✓		
	Saya membaca banyak cerita petualangan.		✓		
	Saya membaca karena saya harus			✓	
	Jika saya membaca topik yang menarik, saya lupa waktu.		✓		
	Saya membaca cerita tentang fantasi dan khayalan.		✓		
	Saya suka membaca cerita tentang misteri.		✓		
	Jika sebuah buku menarik, saya tidak peduli betapa sulitnya membacanya.		✓		
3.	**Sosial**				
	Teman-teman saya dan saya suka bertukar buku untuk dibaca.				✓
	Saya kadang-kadang membaca untuk orang tua saya				✓

	Saya berbicara dengan teman-teman saya tentang apa yang saya baca.			✓	
	Saya suka memberi tahu keluarga saya tentang apa yang saya baca.			✓	
	Teman-teman saya terkadang memberi tahu saya bahwa saya adalah pembaca yang baik.			✓	
	Saya sering membacakan untuk saudara laki-laki atau perempuan saya.			✓	
	Saya merasa seperti saya berteman dengan orang-orang di buku yang bagus.			✓	
4.	**Kompetisi**				
	Saya akan bekerja keras untuk membaca lebih baik dari teman-teman saya.			✓	
	Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman-teman saya.			✓	
	Saya suka menyelesaikan bacaan saya sebelum siswa lain.			✓	
	Saya suka menjadi satu-satunya yang tahu jawabannya.				✓
5.	**Membaca menghindari kerja**				
	Saya tidak suka membaca sesuatu dengan kata-kata yang sulit.			✓	
	Cerita yang rumit tidak menyenangkan untuk dibaca.			✓	
	Saya tidak suka pertanyaan tentang kosakata.			✓	

	Saya tidak suka jika ada terlalu banyak orang dalam cerita.				✓
6.	**Rasa ingin tahu**				
	Saya membaca tentang hobi saya untuk mempelajari lebih lanjut tentang mereka.		✓		
	Jika guru membahas topik yang menarik, saya mungkin membaca lebih banyak tentang itu.		✓		
	Saya suka membaca tentang hal-hal baru.		✓		
	Saya suka ketika pertanyaan dalam buku membuatku berpikir.			✓	
7.	**Pengakuan**				
	Saya suka mendengar guru mengatakan saya membaca dengan baik.			✓	
	Saya suka mendapat pujian atas bacaan saya.			✓	
	Saya suka menjadi yang terbaik dalam membaca.			✓	
	Saya senang ketika seseorang mengenali bacaan saya.			✓	
8.	**Kemanjuran**				
	Saya seorang pembaca yang baik.			✓	
	Saya percaya saya akan melakukannya dengan baik dalam membaca semester depan.			✓	
	Saya belajar lebih banyak dari membaca daripada kebanyakan siswa di kelas.			✓	
	Dibandingkan dengan mata pelajaran lain, saya melakukan yang terbaik dalam membaca.			✓	

Source: Watkins & Coffey, 2004

3

Instrument of MRQ (Motivation Reading Questionnaire)

The Directions:

1. Write dawn your name and class;

   Name : Aisya syakira Alhumaira

   Class : X IPA 3

2. Give the mark (√) on the column which represents which represents yourself during reading experiences.

Motivation Reading Questionnaire

No	Factors	A Lot Like Me	A Little Like Me	A Little Different From Me	A Very Different From Me
1.	**Nilai-kepatuhan**				
	Menyelesaikan setiap tugas membaca sangat penting		√		
	saya selalu berusha menyelesaikan bacaan saya tepat aktu)			√	
	Sangat penting untuk menjadi pembaca yang baik.		√		
	Membaca untuk meningkatkan nilai saya dalam bahasa inggris.		√		
	Nilai adalah cara yang baik untuk melihat apa yang anda lakukan		√		
	Saya berharap untuk mengetahui nilai membaca saya.		√		
	Orang tua saya bertanya tentang nilai membaca saya.			√	

	Saya selalu melakukan pekerjaan membaca saya seperti yang diinginkan guru saya.)			✓	
	Orang tua saya sering memberi tahu saya betapa bagusnya pekerjaan yang saya lakukan.		✓		
	Sebagai perbandingan, penting untuk menjadi pembaca yang baik.			✓	
2.	**Keterlibatan**				
	Saya menikmati buku cerita atau fiksi yang panjang dan terlibat.			✓	
	Saya membuat gambar dalam pikiran saya ketika saya membaca.			✓	
	Saya membaca banyak cerita petualangan.			✓	
	Saya membaca karena saya harus		✓		
	Jika saya membaca topik yang menarik, saya lupa waktu.				✓
	Saya membaca cerita tentang fantasi dan khayalan.	✓			
	Saya suka membaca cerita tentang misteri.			✓	
	Jika sebuah buku menarik, saya tidak peduli betapa sulitnya membacanya.			✓	
3.	**Sosial**				
	Teman-teman saya dan saya suka bertukar buku untuk dibaca.			✓	
	Saya kadang-kadang membaca untuk orang tua saya			✓	

	Saya berbicara dengan teman-teman saya tentang apa yang saya baca.				✓
	Saya suka memberi tahu keluarga saya tentang apa yang saya baca.		✓		
	Teman-teman saya terkadang memberi tahu saya bahwa saya adalah pembaca yang baik.			✓	
	Saya sering membacakan untuk saudara laki-laki atau perempuan saya.			✓	
	Saya merasa seperti saya berteman dengan orang-orang di buku yang bagus.			✓	
4.	**Kompetisi**				
	Saya akan bekerja keras untuk membaca lebih baik dari teman-teman saya.			✓	
	Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar daripada teman-teman saya.		✓		
	Saya suka menyelesaikan bacaan saya sebelum siswa lain.			✓	
	Saya suka menjadi satu-satunya yang tahu jawabannya.		✓		
5.	**Membaca menghindari kerja**				
	Saya tidak suka membaca sesuatu dengan kata-kata yang sulit.		✓		
	Cerita yang rumit tidak menyenangkan untuk dibaca.		✓		
	Saya tidak suka pertanyaan tentang kosakata.		✓		

	Saya tidak suka jika ada terlalu banyak orang dalam cerita.		✓		
6.	**Rasa ingin tahu**				
	Saya membaca tentang hobi saya untuk mempelajari lebih lanjut tentang mereka.			✓	
	Jika guru membahas topik yang menarik, saya mungkin membaca lebih banyak tentang itu.			✓	
	Saya suka membaca tentang hal-hal baru.			✓	
	Saya suka ketika pertanyaan dalam buku membuatku berpikir.			✓	
7.	**Pengakuan**				
	Saya suka mendengar guru mengatakan saya membaca dengan baik.		✓		
	Saya suka mendapat pujian atas bacaan saya.		✓		
	Saya suka menjadi yang terbaik dalam membaca.		✓		
	Saya senang ketika seseorang mengenali bacaan saya.		✓		
8.	**Kemanjuran**				
	Saya seorang pembaca yang baik.		✓	✓	
	Saya percaya saya akan melakukannya dengan baik dalam membaca semester depan.		✓		
	Saya belajar lebih banyak dari membaca daripada kebanyakan siswa di kelas.			✓	
	Dibandingkan dengan mata pelajaran lain, saya melakukan yang terbaik dalam membaca.			✓	

Source: Watkins & Coffey, 2004

APPENDICES 7 Answers of Reading Comprehension Test

69

READING COMPREHENSION TEST INSTRUMENTS

Name : ADINDA Permata Putri
Class : X IPA 3

Information about test:

1. This reading comprehension test is made to complete a research.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.

Read the text and answer the questions.

The following text is for Question 1-2

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Ending
2. At the end of the story, how was the elephant's herd?
   a. Angry
   b. Sad

c. Happy
d. Dead
e. Healthy

Questions 3-4 refer to the following announcement!

Police are trying to locate Miss Elsie Pearson, age 70, who disappeared from Kurnia"s Home for the Elderly on Wednesday night. Miss Pearson is 165 centimeters tall, weights 100 kilograms, and has short brown hair. She wears thick glasses, has a light complexion, and brown eyes. When last seen she was wearing a short blue jacket, brown slack and black shoes.

3. How is miss Pearson's appearance?
   a. She's overweight
   b. She's ideal weight
   c. She's slim
   d. She's Tiny
   e. She's mad

4. What is the announcement about?
   a. A missing person
   b. A police's research
   c. kurnia's Home for ederly
   d. Miss Pearson's appereance
   e. A helper

Question for number 5-6

To : Mr. Andi
From : Director
Subject : Metting
Date : February 5th, 2019

Please attend the metting with Mr. Roni at the Hotel Bringin on Friday, February 8th 2019 at the 8 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

5. Who wrote the memo?
   a. Manager
   b. Mr. Roni
   c. Mr. Andi
   d. The secretary
   e. Director

6. When the meeting will be held?
   a. Friday
   b. Sunday

c. Monday
d. Saturday
e. Tuesday

Question for number 7-8

Are you familiar with Microsoft Corporation? It is the computer software company in the United States. The software is popular around the world. It is useful to do the office jobs and the others. Do you know who founded Microsoft? He is Bill Gates.

Bill Gates is an America business executive. He has been the chairman of Microsoft Corporation for years. Gates was born in 1955. He cofounded Microsoft in 1975 with high school friend Paul Ailen. The company's success made Gates one of the most influential figures in the computer industry. Eventually, he becomes one of the richest people in the world.

In June 2006, Gates announced that he would begin transitioning from a full time role at Microsoft to a full time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzle, a veteran leader in computer technology and creator of Lotus Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part time role at the company he confounded.

7. Which statement is ***not*** true about Bill Gates?
   a. The chairmen of Microsoft
   b. A computer programmer
   c. The richest person in the world
   d. Co-found Microsoft
   e. An American business executive

8. The text talks about……
   a. Microsoft
   b. American Business executive
   c. Bill Gates
   d. The richest Person
   e. Lotus notes

Question for number 9-11

How to Make Apple Juice

First, choose the sweet apples. Then, core the apples and cop them. After that, prepare the jar. Next, cook the apples. Turn the stove on the high. Once the water is bolling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on the low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

9. What is being informed?
   a. How to make apple jam
   b. How to make apple juice
   c. How to sell an apple juice

d. How to choose sweet apples
e. How to make a jars

10. What is the meaning of word "choose"?
a. Cut
b. Move
c. Select
d. Collect
e. Mix

11. How many steps in there to make apple juice?
a. Nine
b. Eight
c. Five
d. Four
e. Eleven

Question for number 12-15

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

12. What is the text about ?
a. Tiger
b. Crocodile
c. Dog
d. Lion
e. Ant

13. When does the writer visit to safari park ?
a. Last week ago
b. On tuesday
c. Last year ago
d. On Sunday
e. Last month ago

14. Only female lions do the hunting means .....
a. The male lions do hunting for the female
b. The male lions do hunting by themselves
c. The female lions do hunting by themselves
d. The female lions just take the meat
e. No one do the hunting

15. "It is large and strong" the synonim of strong is .....

a. Successful
b. Warmful
c. Peaceful
d. Harmful
e. Powerful

The following text is for questions number 16-18

Hello my name is Gita Iswara sekarwangi. I am one of of the students at SMA Al Kamal. I was born on Tanggerang, December 1st 2004. I am 15 years old and in December I am going to be 16 years old. My dream is to be a renowned scientist like Einstein.

My father works as a physics teacher, while my mother works as chemistery teacher. Since childhood, I was given a lot of learning about physics and chemistery by my parents. So , I know a little about the sciences and if you want to learn, let's learn together. Thank you

16. What kind of the text is it ?
a. Congratulation
b. Invitation
c. Introduction
d. Greeting
e. Announcement

17. What is the writer's dream ?
a. To be an artist
b. To be a chemistery teacher
c. To be a musician
d. To be an architect
e. To be a scientist

18. Where does the writer come from ?
a. Tenggarong
b. Tanggerang
c. Tasikmalaya
d. Timika
e. Tulung Agung

The following text is for number 19-21

Why Should Wearing a Helmet When Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a

fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider"s life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shortly, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on the head without settling them properly. The bikers should fassten the helmet correctly to their head in order to get safe and comfort.

19. What is the main function of helmet?
    a. Effective
    b. Protection
    c. Efficiency
    d. Support system
    e. warm

20. "Helmets give the opportunity for rider to express the image they may want to project when riding on they way"
    The aspect which can be the helmet's function is ... Aspect.
    a. Protection
    b. Effeciency
    c. Stylistic aspect
    d. Support system
    e. Fashion

21. "By choosing the most appropiate helmet from all of the <u>various</u> styles, such as beanie, shorty, German, and many others."
    The antonym of the underline word above is ...
    a. Serve
    b. Multi
    c. Single
    d. Several
    e. Kind

The following text is for number 22-25

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

22.Paragraph three mainly tells that....

a. The little mouse asked forgiveness
b. The hunters carried the lion alive to the king
c. The lion was tied to a tree by the hunters
d. The little mouse could prove that he could help the lion
e. The lion helped the hunters

23.What did the little mouse do to prove his words?

a. He would never forget the lion.
b. He tried hard to help the lion free.
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He asked for apology to the hunter

24.The word "huge" (p.1) means very.....

a. Old
b. Sweet
c. Tall
d. Tiny
e. Large

25. At the end of the story, how was the lion's herd?p

a. Angry
b. Sad
c. Happy
d. Dead
e. Agile

49

READING COMPREHENSION TEST INSTRUMENTS

Name : Aditya Tri saputra

Class : X IPA 3

Information about test:

1. This reading comprehension test is made to complete a research.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.

Read the text and answer the questions.

The following text is for Question 1-2

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   a. Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Ending
2. At the end of the story, how was the elephant's herd?
   a. Angry
   b. Sad

c. Happy
d. Dead
e. Healthy

Questions 3-4 refer to the following announcement!

Police are trying to locate Miss Elsie Pearson, age 70, who disappeared from Kurnia"s Home for the Elderly on Wednesday night. Miss Pearson is 165 centimeters tall, weights 100 kilograms, and has short brown hair. She wears thick glasses, has a light complexion, and brown eyes. When last seen she was wearing a short blue jacket, brown slack and black shoes.

3. How is miss Pearson's appearance?
   a. She's overweight
   b. She's ideal weight
   c. She's slim
   d. She's Tiny
   e. She's mad

4. What is the announcement about?
   a. A missing person
   b. A police's research
   c. kurnia's Home for ederly
   d. Miss Pearson's appereance
   e. A helper

Question for number 5-6

To : Mr. Andi
From : Director
Subject : Metting
Date : February 5th, 2019

Please attend the metting with Mr. Roni at the Hotel Bringin on Friday, February 8th 2019 at the 8 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

5. Who wrote the memo?
   a. Manager
   b. Mr. Roni
   c. Mr. Andi
   d. The secretary
   e. Director

6. When the meeting will be held?
   a. Friday
   b. Sunday

c. Monday
d. Saturday
e. Tuesday

Question for number 7-8

Are you familiar with Microsoft Corporation? It is the computer software company in the United States. The software is popular around the world. It is useful to do the office jobs and the others. Do you know who founded Microsoft? He is Bill Gates.

Bill Gates is an America business executive. He has been the chairman of Microsoft Corporation for years. Gates was born in 1955. He cofounded Microsoft in 1975 with high school friend Paul Ailen. The company's success made Gates one of the most influential figures in the computer industry. Eventually, he becomes one of the richest people in the world.

In June 2006, Gates announced that he would begin transitioning from a full time role at Microsoft to a full time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzle, a veteran leader in computer technology and creator of Lotus Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part time role at the company he confounded.

7. Which statement is ***not*** true about Bill Gates?
a. The chairmen of Microsoft
b. A computer programmer
c. The richest person in the world
d. Co-found Microsoft
e. An American business executive

8. The text talks about……
a. Microsoft
b. American Business executive
c. Bill Gates
d. The richest Person
e. Lotus notes

Question for number 9-11

How to Make Apple Juice

First, choose the sweet apples. Then, core the apples and cop them. After that, prepare the jar. Next, cook the apples. Turn the stove on the high. Once the water is bolling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on the low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

9. What is being informed?
a. How to make apple jam
b. How to make apple juice
c. How to sell an apple juice

d. How to choose sweet apples
e. How to make a jars

10. What is the meaning of word "choose"?
a. Cut
b. Move
c. Select
d. Collect
e. Mix

11. How many steps in there to make apple juice?
a. Nine
b. Eight
c. Five
d. Four
e. Eleven

Question for number 12-15

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

12. What is the text about ?
a. Tiger
b. Crocodile
c. Dog
d. Lion
e. Ant

13. When does the writer visit to safari park ?
a. Last week ago
b. On tuesday
c. Last year ago
d. On Sunday
e. Last month ago

14. Only female lions do the hunting means .....
a. The male lions do hunting for the female
b. The male lions do hunting by themselves
c. The female lions do hunting by themselves
d. The female lions just take the meat
e. No one do the hunting

15. "It is large and strong" the synonim of strong is .....

a. Successful
b. Warmful
c. Peaceful
d. Harmful
e. Powerful

The following text is for questions number 16-18

Hello my name is Gita Iswara sekarwangi. I am one of of the students at SMA Al Kamal. I was born on Tanggerang, December 1st 2004. I am 15 years old and in December I am going to be 16 years old. My dream is to be a renowned scientist like Einstein.

My father works as a physics teacher, while my mother works as chemistery teacher. Since childhood, I was given a lot of learning about physics and chemistery by my parents. So , I know a little about the sciences and if you want to learn, let's learn together. Thank you

16. What kind of the text is it ?
a. Congratulation
b. Invitation
c. Introduction
d. Greeting
e. Announcement

17. What is the writer's dream ?
a. To be an artist
b. To be a chemistery teacher
c. To be a musician
d. To be an architect
e. To be a scientist

18. Where does the writer come from ?
a. Tenggarong
b. Tanggerang
c. Tasikmalaya
d. Timika
e. Tulung Agung

The following text is for number 19-21

Why Should Wearing a Helmet When Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a

fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider"s life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shortly, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on the head without settling them properly. The bikers should fassten the helmet correctly to their head in order to get safe and comfort.

19. What is the main function of helmet?
   a. Effective
   b. Protection
   c. Efficiency
   d. Support system
   e. warm

20. "Helmets give the opportunity for rider to express the image they may want to project when riding on they way"
   The aspect which can be the helmet's function is ... Aspect.
   a. Protection
   b. Effeciency
   c. Stylistic aspect
   d. Support system
   e. Fashion

21. "By choosing the most appropiate helmet from all of the <u>various</u> styles, such as beanie, shorty, German, and many others."
   The antonym of the underline word above is ...
   a. Serve
   b. Multi
   c. Single
   d. Several
   e. Kind

The following text is for number 22-25

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

22. Paragraph three mainly tells that....
   a. The little mouse asked forgiveness
   b. The hunters carried the lion alive to the king
   c. The lion was tied to a tree by the hunters
   d. The little mouse could prove that he could help the lion
   e. The lion helped the hunters

23. What did the little mouse do to prove his words?
   a. He would never forget the lion.
   b. He tried hard to help the lion free.
   c. He ran up and down upon the lion
   d. He asked for apology to the king of the beast
   e. He asked for apology to the hunter

24. The word "huge" (p.1) means very.....
   a. Old
   b. Sweet
   c. Tall
   d. Tiny
   e. Large

25. At the end of the story, how was the lion's herd?p
   a. Angry
   b. Sad
   c. Happy
   d. Dead
   e. Agile

READING COMPREHENSION TEST INSTRUMENTS

Name : Aisya syakira Alhumaira

Class : X IPA 3

Information about test:

1. This reading comprehension test is made to complete a research.
2. The information that is obtained from this test is the basis to analyze how much students' reading comprehension.

Read the text and answer the questions.

The following text is for Question 1-2

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   (a) Identification
   b. Orientation
   c. Complication
   d. Resolution
   e. Ending
2. At the end of the story, how was the elephant's herd?
   a. Angry
   b. Sad

c. Happy
d. Dead
e. Healthy

Questions 3-4 refer to the following announcement!

Police are trying to locate Miss Elsie Pearson, age 70, who disappeared from Kurnia"s Home for the Elderly on Wednesday night. Miss Pearson is 165 centimeters tall, weights 100 kilograms, and has short brown hair. She wears thick glasses, has a light complexion, and brown eyes. When last seen she was wearing a short blue jacket, brown slack and black shoes.

3. How is miss Pearson's appearance?
   a. She's overweight
   b. She's ideal weight
   c. She's slim
   d. She's Tiny
   e. She's mad

4. What is the announcement about?
   a. A missing person
   b. A police's research
   c. kurnia's Home for ederly
   d. Miss Pearson's appereance
   e. A helper

Question for number 5-6

To : Mr. Andi
From : Director
Subject : Metting
Date : February 5th, 2019

Please attend the metting with Mr. Roni at the Hotel Bringin on Friday, February 8th 2019 at the 8 a.m. on behalf of the director. Looking forward to your report upon the completion of the meeting.

5. Who wrote the memo?
   a. Manager
   b. Mr. Roni
   c. Mr. Andi
   d. The secretary
   e. Director

6. When the meeting will be held?
   a. Friday
   b. Sunday

c. Monday
d. Saturday
e. Tuesday

Question for number 7-8

Are you familiar with Microsoft Corporation? It is the computer software company in the United States. The software is popular around the world. It is useful to do the office jobs and the others. Do you know who founded Microsoft? He is Bill Gates.

Bill Gates is an America business executive. He has been the chairman of Microsoft Corporation for years. Gates was born in 1955. He cofounded Microsoft in 1975 with high school friend Paul Ailen. The company's success made Gates one of the most influential figures in the computer industry. Eventually, he becomes one of the richest people in the world.

In June 2006, Gates announced that he would begin transitioning from a full time role at Microsoft to a full time role at the Bill & Melinda Gates Foundation. He relinquished his title of chief software architect to Ray Ozzle, a veteran leader in computer technology and creator of Lotus Notes. Gates planned to remain chairman of Microsoft and to continue as its largest shareholder, but he said that by July 2008 he would have only a part time role at the company he confounded.

7. Which statement is ***not*** true about Bill Gates?
   a. The chairmen of Microsoft
   b. A computer programmer
   c. The richest person in the world
   d. Co-found Microsoft
   e. An American business executive
8. The text talks about.....
   a. Microsoft
   b. American Business executive
   c. Bill Gates
   d. The richest Person
   e. Lotus notes

Question for number 9-11

How to Make Apple Juice

First, choose the sweet apples. Then, core the apples and cop them. After that, prepare the jar. Next, cook the apples. Turn the stove on the high. Once the water is boiling well, turn down and continue to cook until the apples are soft. Then, strain the apples. You can run it through a sieve or colander. After that, heat the juice on the low until you've collected enough juice to fill the jars. And finally, can the juice into canning jars.

9. What is being informed?
   a. How to make apple jam
   b. How to make apple juice
   c. How to sell an apple juice

d. How to choose sweet apples
e. How to make a jars

10. What is the meaning of word "choose"?
a. Cut
b. Move
c. Select
d. Collect
e. Mix

11. How many steps in there to make apple juice?
a. Nine
b. Eight
c. Five
d. Four
e. Eleven

Question for number 12-15

Lions are the most dangerous animals. I saw in the safari park last month. There are some lions lying in relax. Lion are carnivores. They eat meat only by hunting. They do hunting individually or in groups. When the prey is small and weak, they do hunting individually. But when it is large and strong they need to hunt in groups. Only female lions do the hunting while the male just take the meat from them.

12. What is the text about ?
a. Tiger
b. Crocodile
c. Dog
d. Lion
e. Ant

13. When does the writer visit to safari park ?
a. Last week ago
b. On tuesday
c. Last year ago
d. On Sunday
e. Last month ago

14. Only female lions do the hunting means .....
a. The male lions do hunting for the female
b. The male lions do hunting by themselves
c. The female lions do hunting by themselves
d. The female lions just take the meat
e. No one do the hunting

15. "It is large and strong" the synonim of strong is .....

a. Successful
b. Warmful
c. Peaceful
d. Harmful
e. Powerful

The following text is for questions number 16-18

Hello my name is Gita Iswara sekarwangi. I am one of of the students at SMA Al Kamal. I was born on Tanggerang, December 1st 2004. I am 15 years old and in December I am going to be 16 years old. My dream is to be a renowned scientist like Einstein.

My father works as a physics teacher, while my mother works as chemistery teacher. Since childhood, I was given a lot of learning about physics and chemistery by my parents. So , I know a little about the sciences and if you want to learn, let's learn together. Thank you

16. What kind of the text is it ?
a. Congratulation
b. Invitation
c. Introduction
d. Greeting
e. Announcement

17. What is the writer's dream ?
a. To be an artist
b. To be a chemistery teacher
c. To be a musician
d. To be an architect
e. To be a scientist

18. Where does the writer come from ?
a. Tenggarong
b. Tanggerang
c. Tasikmalaya
d. Timika
e. Tulung Agung

The following text is for number 19-21

Why Should Wearing a Helmet When Motorcycling?

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. Wearing a

fitted protective helmet offers many benefits which reduces the negative aspect of ridding. First and the most important is that wearing the correct helmet can save a rider"s life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmet can give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shortly, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets on the head without settling them properly. The bikers should fassten the helmet correctly to their head in order to get safe and comfort.

19. What is the main function of helmet?
   a. Effective
   b. Protection
   c. Efficiency
   d. Support system
   e. warm

20. "Helmets give the opportunity for rider to express the image they may want to project when riding on they way"
   The aspect which can be the helmet's function is ... Aspect.
   a. Protection
   b. Effeciency
   c. Stylistic aspect
   d. Support system
   e. Fashion

21. "By choosing the most appropiate helmet from all of the <u>various</u> styles, such as beanie, shorty, German, and many others."

   The antonym of the underline word above is ...

   a. Serve
   b. Multi
   c. Single
   d. Several
   e. Kind

The following text is for number 22-25

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

22.Paragraph three mainly tells that....
a. The little mouse asked forgiveness
b. The hunters carried the lion alive to the king
c. The lion was tied to a tree by the hunters
d. The little mouse could prove that he could help the lion
e. The lion helped the hunters

23.What did the little mouse do to prove his words?
a. He would never forget the lion.
b. He tried hard to help the lion free.
c. He ran up and down upon the lion
d. He asked for apology to the king of the beast
e. He asked for apology to the hunter

24.The word "huge" (p.1) means very.....
a. Old
b. Sweet
c. Tall
d. Tiny
e. Large

25. At the end of the story, how was the lion's herd?p
a. Angry
b. Sad
c. Happy
d. Dead
e. Agile

APPENDICES 8 DOCUMENTATION

DOCUMENTATION

1. The researcher gave instruction before students fill out the questionnaire

2. Students activities while filing out the questionnaire

3. The researcher gave instruction before students fill out the reading comprehension test

4. Students activities while working on the reading comprehension tets

5. The researcher took a pictures with students

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website www.uinfasbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : ٥١٦٦ /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd 196901291999031001	P I	Hesy Dwi Fitriyanti 1811230066	TBI	The Correlation Between Students' Motivation in Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkullu
2	Feny Martina, M.Pd 198703242015032002	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : Januari 2022
Dekan,

KEMENTERIAN AGAMA REPUBLIK INDONESIA UIN FATMAWATI SUKARNO BENGKULU

Dr. Mus Mulyadi

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172 Faksimil (0736) 51171-51172
Website: [illegible]

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Bahasa
Tadris Bahasa Inggris
UIN Fatmawati Sukarno Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Hesy Dwi Fitriyanti
NIM : 1811230066
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: **The Correlation between students' Motivation in Reading and Their Reading Comprehension Achievement in SMAN 1 Kota Bengkulu** Menjadi : **The Correlation between students' Motivation in Reading and Their Reading Comprehension in SMAN 1 Kota Bengkulu.** Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, April 2022
Disetujui oleh,

Pembimbing I	Pembimbing II
Dr. Syamsul Rizal, M.Pd	**Feny Martina, M.Pd**
NIP. 196901291999031001	**NIP.198703242015032002**

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Hesy Dwi Fitriyanti, NIM : 1811230066 yang berjudul **"THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN READING AND THEIR READING COMPREHENSION ACHIEVEMENTS IN SMAN 1 KOTA BENGKULU".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat,25 Maret 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 2022

Penyeminar I	Penyeminar II
Dr. H. Ali Akbarjono, M.Pd	**Ferry Susanto,M.Pd**
NIP . 197509252001121004	**NIP . 19751208201411001**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 2265 / Un.23/F.II/TL.00/04/2022 — 27 April 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAN 01 Bengkulu
Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul ***" The Correlation Between Students' Motivation In Reading And Their Reading Comprehension In SMAN 01 Bengkulu".***

Nama	:	Hesy Dwi Fitriyanti
NIM	:	1811230066
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	SMAN 01 Bengkulu
Waktu Penelitian	:	27 April s/d 17 Juni 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTA BENGKULU
Jl. Kuala Lempuing Kel. Lempuing Kec. Ratu Agung Kota Bengkulu 38225
Telp. (0736) 22906 Email : smansakotabengkulu@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : 070/193/SMA N 1/2022

Yang bertanda tangan di bawah ini :

Nama	: H. RUSTIYONO, M.Pd
NIP	: 196905091994031004
Pangkat/Gol	: Pembina IV/a
Jabatan	: Kepala SMA Negeri 1 Kota Bengkulu

Berdasarkan Surat dari Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu Nomor : 070/5186/Dikbud/2022 tanggal 31 Mei 2022 perihal Rekomendasi Penelitian, Dengan ini menerangkan bahwa mahasiswa dengan data sebagai berikut :

Nama	: HESY DWI FITRIYANTI
NIM	: 1811230066
Program studi	: Tadris Bahasa Inggris
Universitas	: Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah selesai melaksanakan penelitian di SMA Negeri 1 Kota Bengkulu pada tanggal 13 Juni 2022.

Dengan Judul : *" The Correlation Between Students' Motivation In Reading and Their Reading Comprehension in SMA N 01 Bengkulu"*

Demikian surat ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bengkulu, 15 Juni 2022
Kepala Sekolah

PEMERINTAH PROV. BENGKULU
SMA N 1
KOTA BENGKULU
DINAS PENDIDIKAN & KEBUDAYAAN

H. RUSTIYONO, M.Pd
NIP. 196905091994031004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS

DEKAN FAKULTAS TARBIYAH DAN TADRIS
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU
Nomor : 1733 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Hesi Dwi Fitriyanti
NIM : 1811230066
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Mus Mulyadi, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An- Nas)
2	Andriadi, M.A	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Endang Haryanto, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksananakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1(satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 31 Maret 2022
Dekan,

Mus Mulyadi

Tembusan :
Yth, Wakil Rektor 1

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: [illegible]

Nama Mahasiswa : Hesy Dwi Fitriyanti
NIM : 1811230066
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. Syamsul Rizal, M.Pd
Judul Skripsi : The Correlation Between Students' Motivation in Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Senin 14/03 2022	Chapter III	-Pisahkan instrument and Technique of Data collecting	1
			-Masukan blueprint MRQ & Test reading ke chapter III	1
3.	Maret 26, 2022	chapter I-III	AA	1

Bengkulu, 16 Maret 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Hesy Dwi Fitriyanti
NIM : 1811230066
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : The Correlation Between students' Motivation in Reading and their Reading Comprehension Achievement in SMAN 1 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Rabu 09/02/2022	Chapter II	- Membuat instrumen mengukur motivasi - Cek Turnitin - Mencari teori motivasi	
2.	Jum'at 25/02/2022	Chapter I & II	- Introduction (Rewrite) - Indicators of motivation	
3.	Selasa 1/03/2022	Chapter III	- Buat kisi-kisi reading motivation dan reading comprehension test	
4.	Senin 7/03/2022	Chapter I & III	Cek Turnitin	
5.	Kamis 10/03/2022	Acc Sempro	Acc Sempro	

Bengkulu, 10 Maret 2022

Mengetahui,
Dekan

Dr. Mis Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Feny Martina, M.Pd
NIP. 198703242015032002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.uinfasbengkulu.ac.id

Nomor : 1349 /Un.23/F.II/PP.00.9/03/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dr.H. Ali Akbarjono, M.Pd (Penyeminar I)
2. Ferry Susanto,M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Jum'at, 25 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Nanda Handayani (1711230096)	08.00-09.00 WIB	Students' Perceptions and Motivation Toward English E-Learning During the Covid-19 Pandemic
2.	Muhammad Febliyansyah (1811230053)	09.00-10.00 WIB	The Effect of Implementing TikTok Application with Project-Based Learning on Students' Speaking Skill
3.	Deanta Viomeika (1811230088)	10.00-11.00 WIB	The Effect of Using Miming Game Combined with Jumble Words Game on Students' Vocabulary Mastery
4.	Winda Putri Annisa (1811230082)	13.30-14.30 WIB	The Influence of The Mimicry Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery
5	Hesy Dwi Fitriani 1811230066	14.30-15.30 WIB	The correlation Between Students' Motivation In Reading and Their Reading Comprehension Achievements in SMAN 1 Kota Bengkulu
6	Eliza Dwi Utami (1811230023)	15.30-16.30 WIB	Student's Perceptions of the Use of Quiziz Application As An Assesment Tool in EFL Class of UIN Fatmawati Sukarno Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 21 Maret 2022
Dekan,

Muy Muhtadi

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Hesy Dwi Fitriyanti
NIM : 1811230066
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing I: Dr. Syamsul Rizal, M.Pd
Judul Skripsi : The correlation between students' motivation in Reading and Their Reading comprehension at SMAN 1 kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1	15 Juli 2022	Chapter I	- Perbaiki Penulisan Background	
	19 Juli 2022	chapter III	- Table grid motivation dan test reading comprehension	
			- Perjelas bagian Teknik	
		Chapter II	- Teotitical Famework	
	21 Juli 2022	Chapter IV	- Discussion	
			- Teknik	
	25 Juli 2022		- References	
	26 Juli 2022	Chapter I–V	ACC	

Bengkulu, July 26, 2022

Mengetahui,
Dekan

Dr. Mus Mujiyadi, M.Pd
NIP. 197003142000031004

Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Hesy Dwi Fitriyanti
NIM : 1811230066
Jurusan : Bahasa
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Feny Martina, M.Pd
Judul Skripsi : The correlation between students motivation in reading and their reading comprehension at smaN 1 Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
	29 Juni 2022		Membuat Jurnal	
	11/07 2022	Chapter II	Tambahkan teori	
	12/07 2022	Chapter III	-Tambahkan teori / Penjelas sample	
		Chapter IV	- Jelaskan lebih detail result of validity	
	13/07 2022	Chapter IV	- Penjelas research results - membuat abstract	
	19/07 2022	Ace Munajat	Ace Munajat	

Bengkulu, 19 Juli 2022

Mengetahui,
Dekan

Dr. MusMulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Feny Martina, M.Pd
NIP. 19870324201503200 2

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website:www.uinfasbengkulu.ac.id

Bengkulu, 25. Juli 2022

Nomor : 2855 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr.Edi Ansyah, M.Pd (Ketua)
2. Hengki Satrisno, M.Pd.I (Sekretaris)
3. Riswanto, Ph.D (Penguji Utama)
4. Hanura Febriani, M.Pd (Penguji II)

di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:
Hari/Tanggal : Jum'at, 29 Juli 2022
Tempat : Ruang Munaqasah Jurusan Tarbiyah Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Hesy dwi fitriyanti 1811230066	08.00-09.00 WIB	The Correlation Between Students Motivation In Reading and Their Reading Comprehension at SMAN 01 Kota Bengkulu
2	Kintan Fatimah 1711230022	09.00-10.00 WIB	The Effect of Flipped Clasrsroom Model In Improving EFL Students' English Achievement.
3	Defitri Putri 1711230009	10.00-11.00 WIB	The Effect Of Guided Questions Technique To Improving Students Skill In Writing A Descriptive Text.

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mat Mulyadi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website:www.uinfasbengkulu.ac.id

BERITA ACARA

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu Bengkulu Jurusan TADRIS, Pada :

I. Hari / Tanggal : Jum'at, 29 Juli 2022
Nama : Hesy dwi fitriyanti
NIM : 1811230066
Program Tahun : 2022
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr.Edi Ansyah, M.Pd	Ketua	
2.	Hengki Satrisno, M.Pd.I	Sekretaris	
3.	Riswanto, Ph.D	Penguji Utama	
4.	Hanura Febriani, M.Pd	Penguji Anggota	

I. Catatan Yang Dianggap Penting

.....
.....
.....
.....

Bengkulu, 29 Juli 2022
SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr.Edi Ansyah, M.Pd

Sekretaris

Hengki Satrisno, M.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117
Website:www.uinfasbengkulu.ac.id

DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI

Hari / Tanggal : Jum'at, 29 Juli 2022
Waktu : 08.00 WIB s/d selesai
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

Nomor Induk Mahasiswa	Nama	Tanda Tangan	Keterangan
1811230066	Hesy dwi fitriyanti		

II. Team Penguji

No	Nama	Jabatan	Tanda Tangan
1.	Dr.Edi Ansyah, M.Pd	Ketua	
2.	Hengki Satrisno, M.Pd.I	Sekretaris	
3.	Riswanto, Ph.D	Penguji Utama	
4.	Hanura Febriani, M.Pd	Penguji Anggota	

Bengkulu, 29 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Dr.Edi Ansyah, M.Pd

Sekretaris

Hengki Satrisno, M.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Hesy Dwi Fitriyanti
NOMOR INDUK MAHASISWA : 1811230066
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Selasa 9 Maret 2021	08-00-selesai	Wedo Novian Futra	1711230037	The influence of speed reading techniques on reading skill at the SMKN 5 seluma	
2	Selasa 9 Maret 2021	08-00-selesai	Tatang kusuma	17112300 36	The effect of CDO strategy to students writing ability in Descriptive text	
3	Selasa 9 Maret 2021	08-00-selesai	Syakir fakhi	1711230060	The English Teachers' Problems in Designing lesson plan at Islamic boarding school of Al-qur'an Harjalakum Bkl	
4	Selasa 9 Maret 2021	08-00-selesai	Tri Nengsi Puspita S.	17112300 59	An - Analysis of English students Motivation in speaking class During new normal	
5	Selasa 9 Maret 2021	08-00-selesai	Yola Fitri Ariyanata	1611230073	The used of guided questions method to improve student's writing skill of descriptive text at MTS Harjalakum Bengkulu in the academic year 2020/2021	
6						

26/07 2022

Hanura febriani

Cek turnitiin Hesy_TBI

ORIGINALITY REPORT

27%	26%	7%	9%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	educationdocbox.com Internet Source	3%
2	eprints.walisongo.ac.id Internet Source	3%
3	repository.uinjambi.ac.id Internet Source	3%
4	etd.iain-padangsidimpuan.ac.id Internet Source	2%
5	repository.uin-suska.ac.id Internet Source	1%
6	repository.iainbengkulu.ac.id Internet Source	1%
7	ejurnal.umri.ac.id Internet Source	1%
8	etheses.iainponorogo.ac.id Internet Source	1%
9	ejournal.uhn.ac.id Internet Source	1%