THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN ONLINE LEARNING AND THEIR READING COMPREHENSION OF THE EIGHTH GRADERS AT SMPN 4 PONOROGO

THESES

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ABSTRACT

Reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well students read. In the process of teaching and learning, motivation is very important, because someone who does not have the motivation to learn will not likely perform learning activities. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Students' motivation can influence what and how they learn. However, the truth of this argument needs to be proven through research activities in order to obtain an accurate answer.

The objective of this study is to know the correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMPN 4 Ponorogo, whether there is any correlation between students" motivation in online learning and their reading comprehension or not.

In this study, the researcher used quantitative method. This research applied a correlative research to know the correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMPN 4 Ponorogo. The population in this study is 240 students of the eighth graders. This study used purposive sampling with 31 samples from the VIII H class. The technique of data collection is questionnaire and reading comprehension test. To analyze data, the writer used the formula of product moment Pearson as her data analysis technique.

From the calculation by using *Pearson's Product Moment* formula, it is obtained that the value of "r" product moment (r_{xy}) or "r" observation (r_o) is 0,579. The degree of freedom (*df*) is 29. The degree of significance 5% is 0.355, and the degree of significance 1% is 0.456. It means that the hypothesis r_o is bigger than r_t (0.579 > 0.355 and 0.579 > 0.456). The result of hypothesis of this research is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In other words, there is strong enough correlation between students" motivation in online learning and their reading comprehension.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Humans cannot read other people's minds. Therefore, language is needed as a way to communicate. Language is a means of human communication consist of words that have structure which is used together by a particular community or country in conventional way. This is one reason why effective communication requires understanding and recognition of the relationship between language and the people who use it.[1]

Learning foreign languages refers to conditions where a language that is not spoken by the surrounding community so that the community learns and acquires non-native languages or what is commonly referred to as foreign languages.[2] English has become the international language which is widely adopted for communication worldwide, as it has become a tool of communication between native and non-native speakers.[3] In Indonesia, English is a foreign language as well as a global language that must be mastered to support various aspects of life, one of which is learning in education.

English is one of subjects that should be taken in junior high school level. In mastering the English subject, the learners need to learn all skills in English such as: listening, speaking, reading and writing. As one of the language skills, reading plays an important role because it has become a part of our daily life. Through reading, people are able to gain much knowledge, information, pleasure, and problem solutions. Hence, the ability to read a

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[1] Amberg, J. S., & Vause, D. J*., American English: History, Structure, and Usage* (Cambridge: Cambridge University Press, 2009), 2.
[2] Fasold, R. W., & Connor-Linton, J., *An Introduction to Language and Linguistics (*New York: Cambridge University Press, 2006), 434.
[3] Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M., *Attitudes and Motivations in Learning English as a Foreign Language* (International Journal of Arts & Sciences, 2014), 121.

text in many forms will contribute a great deal advantage in our life such as gaining success at school, university, or other educational institutions.

Reading is a constantly developing skill. Like other skill, we get better at reading by practicing.[4] Conversely, if we do not practice, we will not get better and our skills may deteriorate. Reading is the act of interpreting printed and written words. Reading requires understanding or comprehending the means of the text. Through reading, readers can also understand the message the researcher has informed.[5] People have their own reason for reading. In many cases, people will do their reading to get pleasure, knowledge, and information, or just to waste the time.

Reading comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and construction of coherence presentation or picture in the reader's mind of what the text is about.[6] Furthermore, reading comprehension is also the center of reading. That is why reading comprehension is the final stage that should be gained by the students as the essence of reading activity. Without comprehension, reading is nothing because comprehension becomes the most important factor to indicate how well students read.[7]

There are many factors that might influence the students' reading comprehension such as: vocabulary, grammar, and motivation to read.[8] However, the researcher assumed that one of the most influencing factors for students in reading comprehension is their

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[4] Andrew P. Johnson, Teaching Reading and Writing, (United States of America: Rowman & Littlefield Education, 2008), 4.

[5] John T. Guthrie, et.al, Reading Motivation and Reading Comprehension Growth in the Later Elementary Years, Contemporary Educational Psychology, 2007, 282.

[6] Guthrie, J. *Reading Motivation and Reading Comprehension Growth in the Later Elementary Years.* Contemporary Educational Psychology. 2007, 3.

[7] Buzan, T. *The reading book.* London : BBC Worldwide Limited. 2003, 5.

[8] Murniasih. *The Correlation between Students' Motivation in Reading and Their Reading Speed* in the Second Grade of Department of English Education Syarif Hidayatullah State Islamic University.2013.

motivation. It is also important in reading skill because the students' reading comprehension might not be active if they do not have motivation to learn through reading.

When someone is motivated to read, they are more likely to be engaged in reading and therefore comprehend better. Guthrie, et.al strongly argued, "Motivation influences reading comprehension, highly motivated readers have feeling of involvement, stimulation, or enjoyment during reading, and tend to possess knowledge in the dominant of their interest".[9]

However, with the Covid-19 pandemic widespread around the world and also Indonesia, all activities must be carried out from home. Directorate General of Disease Prevention and Control stated that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). Covid-19 pandemic first appeared at the end of December 2019 and began to plague in Indonesia in early March 2020.[10]

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that E-Learning (distance learning), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online / distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

E-Learning is the best choice for education in the midst of the Covid-19 outbreak. Through e-learning, the material provided to students can be accessed anytime and from

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[9] John T. Guthrie, et.al, Reading Motivation and Reading Comprehension Growth in the Later Elementary Years, Contemporary Educational Psychology, 2007, 285

[10] Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (P2P)., *Pedoman Kesiapsiagaan Menghadapi Coronavirus Disease (COVID-19), (*Jakarta Selatan: Kementerian Kesehatan RI, 2020), 1.

anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. [11] Furthermore, E-learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games. [12]

In Indonesia, not all students are familiar with the E-Learning system so this has become a new thing that requires adaptation. Based on the researcher's observation, in SMPN 4 Ponorogo, there are several problems related with the teaching learning activities via E-Learning. First, some students are new in using the application existing learning, frequent use of excessive quotas, complaints about too many assignments, and the instability of the available internet network. Second, students also get some problems in reading comprehension achievement. Their scores decrease compared to the last Semester. Therefore, this study tries to investigate how students' motivation in online learning correlate with their reading comprehension achievement.

English teacher of SMPN 4 Ponorogo admit that online learning is not effective as face to face learning, because some materials must be explained directly and more completely. In addition, the material which presented through online learning may not be understood by all students. Based on English teacher of SMPN 4 Ponorogo experiences of teaching online learning, this system is only effective for giving assignments, and the results of these assignment are collected to the teacher via online media, so that students' assignments will pile up. During online learning English teacher often send materials and assignments via WhatsApp or Telegram, but only a few students who gave feedback on what the teacher had given.

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[11] Suartama, I. K., *E-Learning Konsep dan Aplikasinya.*, (Singaraja: Universitas Pendidikan Ganesha, 2014), 20.

[12] Ghirardini, B., *E-learning Methodologies: A Guide for Designing and Developing E-learning Courses* (Rome: FAO, 2011), 9.

In teaching and learning process, motivation is very crucial. Someone who does not have motivation will not likely perform learning activities. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.[13] From the quotation above, it shows that students' motivation will drive students in doing something. Students' motivation can influence what and how they learn.[14] There are two factors which influence students' motivation, external and internal factors. The internal factors consist of students' interest, need and goal in learning. The external factors consist of teacher, parents and environment.[15]

However, there has not been a study conducted in examining the correlation between students' motivation in online learning and their reading comprehension. So this research is very crucial to be conducted to know whether students' reading comprehension during the online learning is good or not. The researcher conducted research in SMPN 4 Ponorogo because of E-Learning system that was applied by this school in the midst of the Covid-19 outbreak. Popular applications used by SMPN 4 Ponorogo English teachers are applications provided by the school as Whatsapp, Telegram, and Google Classroom.

Based on explanation above, the researcher intends to know whether there is correlation between students' motivation in online learning and their reading comprehension or not. By knowing students' motivation, the teacher can understand students better. Therefore, departing from above conditions the researcher conducted a study entitled **"The Correlation between Students' Motivation in Online Learning and Their Reading Comprehension of the Eighth Graders at SMPN 4 Ponorogo "**

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[13] Jeremy Hermer, *The Practice of English Language Teaching 3 rd Edition* (London: Longman group Ltd, 1986), 51.

[14] Dale HSchunk, *Learning Theories: An Education Perspective* (Amerika: Pearson, 2012), 356.

[15] Penny Ur, A Course in Language Teaching (New York: Cambridge University Perss, 1996), 276.

B. Scope and Limitation of the Study

Research focus is the scope of the problem to be reviewed, so the discussion can be focused and not widen to irrelevant from the original purpose.

According to the background of the study above, the researcher focused on the correlation between students' motivation in online learning and their reading comprehension. The researcher focuses on students' extrinsic motivation and their intrinsic motivation based on the Penny Ur description about the definition of motivation. This study focuses on the eighth Graders of SMPN 4 Ponorogo in academic year 2020/2021.

C. Research Questions

Based on the background and the limitation of the research, the problem of this research as follows:

Is there any correlation between students' motivation in online learning and their reading comprehension of the eighth graders at SMP Negeri 4 Ponorogo?

D. Research Objectives

Concerning with the statements of the problems, this study has some objectives described as follows: To describe the correlation between students' motivation in online learning and their reading comprehension of the eighth graders at SMP Negeri 4 Ponorogo.

E. Significances of the Study

The study is expected to have both academic and practical contributions. It is expected that this research contributes some significant progress in teaching English.

The result from this research is expected to be useful theoretically and practically:

1. Theoretically

   The result of the study is expected to add knowledge especially about the contribution to education in improving the students' motivation in learning English through E-Learning during pandemic Covid – 19.

2. Practically

   The researcher expects that the finding of this research can be useful for:

   a. For students

      E-Learning can be used as a learning media for learning English during the Covid-19 pandemic. It is able to give motivation for students at SMP Negeri 4 Ponorogo in improving their motivation in E-Learning and their reading comprehension

   b. For teachers

      It is hoped that this research can provide inspiration or ideas to teachers in teaching English through E-Learning. It is able to become an input for teacher especially in SMP Negeri 4 Ponorogo, particularly English teacher in understanding students' motivation in online learning and their reading comprehension.

   c. Readers

      This study is expected to give contribution for readers, particularly the students of IAIN Ponorogo in enriching references concerned with correlation between students' motivation in online learning and their reading comprehension.

   d. Researcher

      This research is expected to be reference in arranging thesis to the next researcher and can used to increase their knowledge and learning process.

F. Organization of the Thesis

To make easy to arrange the thesis, this section explains the organization of the thesis. The researcher writes this thesis in five chapters discussed in this research report, these related one and another. The organizations of this thesis are:

1. CHAPTER I : Introduction

   This chapter discusses the background of study, limitation of the problem, statement of the problem, objectives of the study, the significances of the study and organization of the thesis.

2. CHAPTER II : Review of Related Literature

   This chapter discusses the theoretical background, previous research finding (the synthesis of other research that inspiring this research), theoretical framework, and hypothesis.

3. CHAPTER III : Research Methodology

   This chapter gives explanation about technique that is to make research. It consists of the method of the research, population, sample, and respondent, the instrument of data collection, technique of data collection and technique of data analysis.

3. CHAPTER IV: Research Result

   This chapter consists of the research location, data description, data analysis, and discussion.

4. CHAPTER V: Conclusion

   This chapter explains conclusions of the study and the suggestion for the next researcher or the reader.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Study

In this part, the researcher will confirm previous research which ever conducted by other researchers before:

The first previous research finding related to this research is a thesis entitled "*Students' Perception and Motivation Toward English E-Learning during Covid-19 Pandemic (A Study at the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020"* A thesis from Sri Mulyani the student of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga.[1]

The data was collected through a questionnaire and interviews. There were 64 of tenth graders at SMA N 1 Suruh participated in this research. Since this research explored the students' perception and motivation which coming from the students' experiences during Covid-19 pandemic, descriptive research by using qualitative-quantitative techniques was considered as an appropriate approach as a type of research.

The result of this research was presented descriptively in order to reveal the students' perception and motivation comprehensively. The research found E-learning gets positive perception because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it and choose to procrastinate the assignments.

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[1] Sri Mulyani, "*Students' Perception and Motivation Toward English ELearning during Covid-19 Pandemic (A Study at the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020"),* IAIN Salatiga.

Second, the research conducted by Rini Rohmawati.[2] She wrote a research entitled " The Effect of Motivation and Anxiety on Students' Speaking Ability" . This research employed quantitative research that applied ex-post facto design. The finding showed that (1) There is no significant effect of motivation on students" speaking ability. It was proven by the value of is lower than the level of F*table*. F*test* 1.156 < Ftable 4.00 and the equational regression model is Y= 62.820 + 0.051 . (2) There is no significant effect of anxiety on speaking ability. It was proven by the value of F*test* is lower than the level F*table*. F*test* 3.357 < F*table* 4.00 and the equational regression model is Y= 61.200 + 0.083. (3) There is no effect of motivation and anxiety on students speaking ability. This is evident from the results of research, the 1.925 < F*test* 4.00 and the equational regression model is Y = 59.534 + 0.029 + 0.075.

Third, a research that had been conducted by Nur Ikhsan, the student of English Education Department Faculty Of Education And Teacher Training The State Islamic University Studies Sulthan Thaha Saifuddin Jambi, with the title "*The Correlation Between Students' Motivation and Reading Comprehension of Eighth Graders at State Junior High School N 4 Muaro Jambi*" The objective of the study is to see the correlation between students" motivation and reading comprehension of Eighth Graders at Junior High School N 4 Muaro Jambi, whether there is any correlation between students" motivation and reading comprehension.

In this quantitative research, the researcher used correlational study by *Product Moment Correlation* technique or *Pearson's Correlation Product Moment* technique. *Product Moment Correlation* is one of technique that usually used to find out the

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[2] Rini Rohmawati, "*The Effect Of Motivation And Anxiety On Students' Speaking Ability in the fourth semester of English Educaction Department at IAIN Ponorogo in academic year 2017/2018*." English Education, 2018

significance of the correlation between two variables. There are two main variables in this research. Students motivation as *independent variable (variable X)* and reading comprehension as *dependent variable (variable Y).* The data were collected through test (reading comprehension test) and questionnaires of reading motivation.

From the calculation by using *Pearson's Product Moment* formula, it is obtained that the value of "r" product moment (r_{xy}) or "r" observation (r_o) is 0,89. The degree of freedom (*df*) is 25. The degree of significance 5% is 0.396, and the degree of significance 1% is 0.505. So it means that the hypothesis r_o is bigger than r_t $(0.89 > 0.396$ and $0.89 < 0.505)$. The result of hypothesis of this research is: alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected, so it means there is strong correlation between students" motivation and reading comprehension.

Different from those three previous studies, this research has different subject and objects. This research subject is the eighth Graders at SMPN 4 and the objects are students' motivation in online learning and their reading comprehension. Moreover, none of the previous studies focused on the correlation between students' motivation in online learning and their reading comprehension.

B. Literature Review

In this research, the researcher is using theories that are relevant with the theme of the discussion. The theories are:

1. Language Learning

Schunk defined learning as a process that results in long lasting behavioral change, which from practice or other forms of experience naturally produces a

variety of behaviors in certain ways and in certain capacities.[3] Furthermore, Schunk also sees that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions. [4]

Language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc.[5] Furthermore, Delahunty and Garvey stated that language is the main communication medium between students and teachers and between students and textbooks in educational facilities. Students who study English as second language workers will have difficulty doubling because English is simultaneously both their educational facilities and objects.[6]

From the explanation above, it can be concluded that learning will provide experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

2. E-Learning

a. Definition of E-Learning

E-Learning is the delivery of learning material via electronic media or the internet so that students can access it at any time from all over the world. Naidu

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[3] Schunk, D. H., *Learning Theories: An Educational Perspective Sixth Edition*, (Boston, MA: Pearson Education, 2012), 3.

[4] Ibid., 346.

[5] Oroujlou, N. & Vahedi, M., *Motivation, Attitude, and Language Learning*, (International Conference on Education and Educational Psychology, 2011), 994.

[6] Delahunty, G. P., & Garvey, J. J., *The Engish Language: From Sound to Sense*. Fort Collins, (Colorado: WAC Clearinghouse, 2010), 7.

stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics.[7] Furthermore, Indrakusuma and Putri stated that E-Learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system.[8] Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or quipped with a variety of supporting learning resources including multimedia that can be supported by teachers.[9]

From the explanation of the experts above it can be concluded that E-Learning is a teaching and learning system that utilizes electronic media specifically the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

b. Characteristics of E-Learning

There are four characteristics of E-Learning which are explained as follows:[10]

1) The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface.

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[7] Naidu, S., *E-Learning: A Guidebook of Principles, Procedures and Practices Revised Edition* (New Delhi: Commonwealth Educational Media Center for Asia, 2006), 1.

[8] Indrakusuma, A. H., & Putri, A. R., *E-Learning: Teori dan Desain*, (Tulungagung: STKIP PGRI Tulungagung, 2016), 2.

[9] Suartama, I. K., *E-Learning Konsep dan Aplikasinya.*, Singaraja: Universitas Pendidikan Ganesha, 2014), 20.

[10] Indrakusuma, A. H., & Putri, A. R., *E-Learning: Teori dan Desain*, (Tulungagung: STKIP PGRI Tulungagung, 2016), 5.

2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.

3) Learners/educational institutions function as mediators/mentors.

4) Obtained from a restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish E-Learning from conventional learning activities. In E-Learning, students' comprehension of learning material no longer depends on the teacher/student. Students process their own knowledge through teaching materials delivered through the E-Learning media interface. In E-Learning, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

c. Benefits of E-Learning

There are three benefits of E-Learning which are explained as follows: [11]

1) Cost efficiency

E-learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.

2) Flexible

The e-learning gives flexibility in choosing the time and place to be able to access the trip.

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[11] Indrakusuma, A. H., & Putri, A. R., *E-Learning: Teori dan Desain*, (Tulungagung: STKIP PGRI Tulungagung, 2016), 6.

3) Learn to be independent

E-learning provides opportunities for students to independently hold the entire procession in the learning process.

d. Advantages and Disadvantages of E-Learning

1) Advantages of E-Learning

There are advantages from the use of E-Learning as follows: [12]

a) Easier to absorb, meaning that in learning E-Learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.

b) Much more cost-effective, meaning that in learning E-Learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on.

c) Much more concise, meaning that in learning E-Learning does not contain much class formalities, directly into a subject, subjects as needed.

d) Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

By implementing E-Learning, students are aware of various new learning applications such as zoom, google meet, and google classroom.

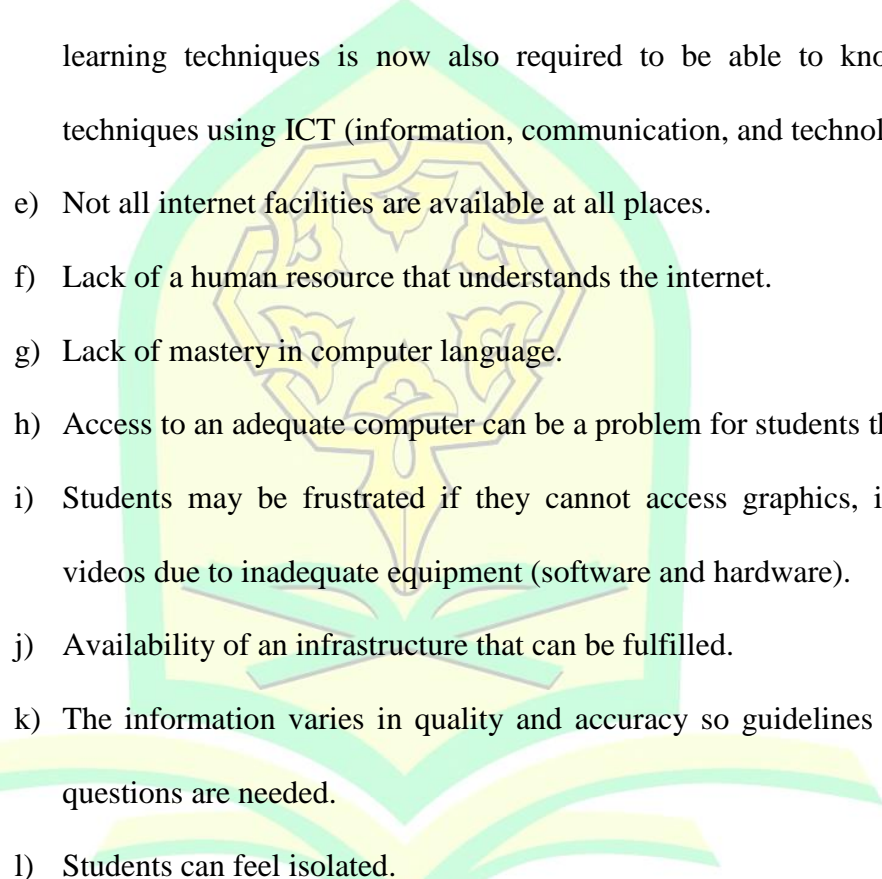**2) Disadvantages of E-Learning**

There are disadvantages from the use of E-Learning as follows: [13]

a) Lack of an interaction between teacher and student or even between students themselves.

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[12] Indrakusuma, A. H., & Putri, A. R., *E-Learning: Teori dan Desain*, (Tulungagung: STKIP PGRI Tulungagung, 2016), 6.
[13] Ibid., 7.

b) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.

c) The teaching and learning process tends towards training rather than education itself.

d) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).

e) Not all internet facilities are available at all places.

f) Lack of a human resource that understands the internet.

g) Lack of mastery in computer language.

h) Access to an adequate computer can be a problem for students themselves.

i) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).

j) Availability of an infrastructure that can be fulfilled.

k) The information varies in quality and accuracy so guidelines and feature questions are needed.

l) Students can feel isolated.

3. Motivation

a. Definition of Learning Motivation

There are various definitions about motivation from experts which come from many point of views. In Webster New World Dictionary, motivation is an affecting; a motive; an inciting.[14] A cognitive view of motivation includes factors, such as the

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[14] David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), 393

need for exploration, activity, stimulation, new knowledge, and ego enhancement. Gardner states that motivation is fusion of attempt and want in struggling to acquire the purpose in learning the language and positive posture in learning the language itself.[15] It means that motivation is a willingness to achieve a destination to get satisfactory performance. In line with Gardner, the opinion which comes from Hong and Ganapathy, motivation is a process that cannot be observed directly, but can be inferred by behaviors, such as effort, persistence and verbalization.[16] It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. In other words, motivation is an impulse that makes someone acts in achieving certain goals. Motivation is one factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language.

A motivation is a state of a cognitive arousal which provokes a "decision to act" as a result of which there is "sustained intellectual and or physical effort" so that the person can achieve some "previously set a goal".[17] Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement. That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:[18]

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[15] Gardner, *Motivation in Second and Foreign Language Learning, Language Teaching*; (1985), 31

[16] Yee Chee Hong & Malini Ganapathy. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang*: Case Study. English Language Teaching; Vol. 10, No. 9; 2017. P 19

[17] Jeremy Harmer*, The Practice of English Language Teaching*, (England: Longman, 2001), 51

[18] Hamzah B. Uno, *TeoriMotivasi&Pengukurannya (Analisis di BidangPendidikan)*, (Jakarta: BumiAksara, 2008), 23.

1) Desire to success

2) There is pushing of study

3) There are necessities in study

4) There is expectation in future

5) Appreciation in the learning process

6) There are attractive activities in the teaching learning process

7) Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

b. Types of Motivation

Motivation can be divided into two types, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence.[19]

1). Extrinsic Motivation

Extrinsic motivation is learning activity that occurs from the encouragement and someone needs that absolutely not related to the activities of their own learning.[20] It

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[19] Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1996),276

[20] Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), 163

is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc.

Some opinions state that the concept of intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.[21]

Elicker and Marthur stated that Children (student) who are in full day school have higher learning readiness than children who go to school for half a day, so indirectly this will affect children's performance. Relatively long school learning sometimes students feel bored and not enthusiastic in participating in learning, therefore the teacher of full day school learners.[22]

2). Intrinsic Motivation

"Intrinsic motivation comes from within the individual."[23] Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Maslow stated that the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongnes needs, self-esteem needs (achievement,

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[21] M. Nur Ghufron &Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), 84

[22] Tiara Rosalina, "*Pengaruh Manajemen Pembelajaran Full Day School Terhadap Motivasi Belajar Siswa*", 2012, (Online), karyailmiah.um.ac.id, diakses 20 Februari 2021, 435

[23] Jeremy Harmer, The Practice of English Language Teaching,(London: Longman, 1991), 51

competence, recognition, etc), and the most upper level are self-actualization needs.[24]

Table. 2.1 Heararchy of need pyramid

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.[25] The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the individual itself. For example: the enjoyment of the learning process makes themselves feel better. Three characteristics of needed are:

a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.

b) Need for affiliation, people high in this need seek to be liked by others and to be held in high regard by those around them.

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[24] Hamzah B. Uno, *Teori Motivasi & Pengukurannya*, (Jakarta: Bumi Aksara, 2011),6

[25] Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), 163-164

c) Need for power, power is not about reaching a goal but about having control over other people. People high in this need would want to have influence over others and make an impact on them.[26]

In addition to intrinsic and extrinsic motivation, there is a type of motivation in learning English. Gardner has distinguished motivation into two types in learning English. Those are Integrative motivation and instrumental motivation.[27] The first motivation is integrative is motivation that shows a prosperous form in the object of language; this motivation is seen from the desire of someone to adjust and follow the culture of society through language; the second motivation is instrumental; This motivation is the reason for encouraging someone to learn a language, or have a target in mastering a language with a specific purpose. Where everyone has their own goals in learning the target language. From these two motivations can be linked to daily activities students who study English in college to get higher academic achievements means they have instrumental motivation. Instrumental motivation specifically has a specific goal behind someone doing something.

Both instrumental motivation and integrative motivation have different objectives in achieving the target language. Another opinion, Dornyei claims that instrumental motivation comes into contact with practical, language use such as good business or better income.[28] Instrumental motivation differs from integrative motivation from causes in carrying out activities in learning English. Instrumental motivation focuses on goals

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[26] Saundra K. Ciccarelli & J. Npland White, *Psychology 2td Edition*, (New Jersey: Person Education, 2009), 3617

[27] Gardner. *Motivation in Second and Foreign Language Learning, Language Teaching*; 1985. 31(03), 117-135.1985. http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

[28] Dornyei, Z. *Conceptualizing Motivation in Foreign-Language Learning*. Language Learning.1990. http://www.zoltandornyei.co.uk/uploads/1990-dornyei-ll.pdf

and advantages rather than seriousness in carrying out activities in learning English. Both types of motivation have different objectives in learning the target language.

Other than intrinsic and extrinsic motivation, there are kinds of motivation in learning English. Gardner has distinguished the motivation into two kinds in learning English language. They are integrative motivation and instrumental motivation. [29] The first motivation is integrative; it is a motivation which shows a prosperous posture in the object of language; this motivation is characterized by desirability to fuse and to follow a culture by means of language. The second motivation is instrumental; this motivation is operational cause in studying the language, the examples are promoting for occupation and demanding of language. Each of motivation has dissimilar use in studying English language.

c. **The Function of Motivation**

The function of motivation includes the following:[30]

1) Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.

2) Motivation serves as a director. It means that motivation drives to an act of achieving desire.

3) Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.

4) The theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation, and need for power. When someone needs is very urgent then they will try hard to

[29] Gardner. *Motivation in Second and Foreign Language Learning*, Language Teaching, 31(03), 117-135. 1985. http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

[30] Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), 161-162

motivate himself. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

d. Source of Motivation in the Learning Process

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students feeling and engagement with the learning process.[31]

1) The society people in live

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they choose? and why?

2) Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of students peers also crucial. If they are critical of the subject or the activity, the students own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

3) The teacher

The teacher is clearly a major factor in the continuance of students' motivation. Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among student. Teacher is not only a person who

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[31] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 51-52

transfers the knowledge to students, but also as a motivator who always motivates and supports the students in teaching and learning. Dornyei informs that teacher's skill in motivating students should be seen as the central in teaching and learning process.[32] Teacher is the key instrument to handle and organize students in the classroom.

4) The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success in much more likely.

e. **How to Arouse Students' Learning Motivation**

Teachers can use a variety of ways to move their students learning motivation or generate. Hamalik stated that there are several ways of evoking motivation of study students:

1) Gives the numbers

Numbers in this case as a symbol of the value of learning activities, the main precisely to achieve a number or a good value. The good numbers for students are very strong motivations.

2) Prize

Prize can also be said as motivation, to the pupil over things that have to do with successful beneficial as learning stimulus. Prize gives rise to a sense of satisfied and happy.

3) Rival / competition

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[32] Zolt'n Dornyei, *Motivation in Second and Foreign Language Learning*, Language Teaching, (1998), 130

Rival or competition can be used as a motivational tool to encourage student learning. Competition, both individual competition and group competition can improve student learning achievement.

4) Ego-involvement

Foster awareness of students to feel the importance of the task and accept it as a challenge so working hard by risking self-esteem, is one form of motivation that is quite important.

5) Give a test

Students will study hard if they know there will be a test. Therefore, giving this test is also a means of motivation.

6) Know the results

By knowing the results of work, especially if there is progress, will encourage students to be more active learning.

7) Praise

If there are students who succeed in successfully completing the task properly, praise must be given. This compliment is a positive form of reinforcement and is also a good motivation.

8) Punishment

Punishment as a negative reinforcement but if given correctly and wisely becomes a motivational tool. Therefore the teacher must understand the principles of punishment.

9) The desire to learn

Means there is an element of deliberation, there is an intention to learn. This will be better, when compared to all activities without intent.

10) Interest

Motivation arises because there is a need, so is interest so it is appropriate that interest is a basic motivational tool. Regarding this interest, among others, can be generated in the following ways:

a) Arouse a need

b) Connecting with past experience issues

c) Give an opportunity to get good results

d) Use various forms of teaching.

11) recognized goal

Goals that are recognized and accepted well by students will be a very important motivational tool. Because by understanding the objectives achieved, because it is very useful and profitable, there will be a passion for learning.[33]

Language learners were simultaneously motivated instrumentally and integratively. It was indicated learners were highly motivated towards learning English. Motivation has a key role in the development of language skills. Teachers can play a significant role in motivating learners to the learning of a second or foreign language[34]

4. Reading Comprehension Achievement

a. Definition

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension is when the readers can comprehend the whole meaning in a text. If the

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[33] Sardiman A.M, *"Interaksi & Motivasi Belajar Mengajar"* ,(Depok: Rajawali Pers,2018), 92-95.

[34] MitraAlizadeh, *The Impact of Motivation on English Language Learning, International Journal of Research in English Education*, (Lahijan Branch: Islamic Azad University, 18 November, 2016)11-13

readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. Some experts have been developed process on how reading comprehension occurs.

Grellet determines comprehension as, "Understanding a written text means extracting the required information from it as efficiently as possible".[35] For example, if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant which is essential to be taken for the reader. Therefore, comprehension above means the readers need ability to locate the relevant information carefully based on their particular purposes.

Reading comprehension also can be called metacognitive process in which the readers are aware to control their comprehension. They know how to select strategies, and how to apply strategies, and when to use those strategies.[36]

So, reading comprehension is an interactive process between reader, text, and strategies. Thus interactive process includes understanding, utilizing, and evaluating the important message that author tries to convey. Continuously, the readers link all the information with the prior knowledge to synthetize the meaning from written texts.

b. Levels of Reading Comprehension

Arthur Heilman mentions three levels of reading comprehension. They are literal comprehension, inferential comprehension, and critical comprehension.4[37]

1) Literal comprehension Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing the detailed message, then the

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[35] Frangoise Grellet, Developing Reading Skills; A Practical Guide to Reading Comprehension Exercise, (Cambridge: Cambridge University Press 1999), p. 3.

[36] Barbara Taylor, et al., Reading Difficulties Instruction and Assessment Second Edition, (New York: McGraw-Hill, Inc., 1995), p. 224.

[37] Arthur W. Heilman, et al., Principles and Practices of Teaching Reading Fifth Edition, p. 246

readers are required to link the grammar theories with the main idea presented in the passage. In the past step in literal comprehension, the readers should sequence all information stated in the passage.

2) Inferential comprehension the inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs abilities to detect mood of the material such as the authors' writing tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical comprehension Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The reader needs the ability to analyze the information and link the information to their prior knowledge. Then, the readers evaluate the value of the information they get and give personal judgment as a feedback to the author. [38]

c. Indicators of Reading Comprehension

Reading comprehension is a complex process that need better concentration, skill, and comprehend. Jeremy Harmer stated there are some reading skills which are affected by purposes in reading, they are as follows:[39]

1) Identifying the topic: good readers are able to pick up the topic of a written text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows

2) the readers to process the text more effectively as it progress.

3) Predicting and guessing: readers sometimes guess in order to try and understand what is being written about, especially if they have first identified the topic.

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[38] Arthur W. Heilman, et al., Principles and Practices of Teaching Reading Fifth Edition, p. 246
[39] Jeremy Harmer, The Practice of English Language Teaching, p. 201-202.

Sometimes they look forward, trying to predict what is coming; sometimes they make assumption or guess the content from their initial glance or half-reading.

4) Reading for general understanding: it means, not stopping for every word, not analyzing everything that the researcher includes in the text. A term commonly used in discussion about reading is skimming (which means running the eyes over a text to get a quick idea of the gist of a text). In gist reading, the reader has made a choice not to attend to every detail, but to use the processing powers to get more of a top-down view of what is going on. Gist reading is also known as skimming.

5) Reading for specific information: in discussion about reading this skill is frequently referred to as scanning. In contrast to reading for gist, we read because we want specific details. In this case, we almost ignore all the other information until we come to the specific information until we come to the specific item we are looking for.

6) Reading for detailed information: sometimes, we read in order to understand everything we are reading in detail. We read in concentrated way to everything that is written.

7) Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the researchers implying or suggesting. Readers gets more from reading test than the words alone suggest because, as active participants, readers use their schemata together with their knowledge of the world expand the pictures that have been given.[40]

d. Factors Affecting Reading Comprehension Achievement

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[40] Jeremy Harmer, The Practice of English Language Teaching, p. 201-202

The less reading comprehension skills are caused by a variety of factors. Martha Dallmann and roger L. Rouch figure out the factors which are responsible to the depth of readers' comprehension as follows:[41]

1) Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may cause frustration to the students.

2) Intelligence

Readers; ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. The more broaden knowledge and vocabulary that readers have the more success of reading comprehension they will be. Therefore, mental maturity should be taken into consideration in term of determining where reading instruction should start.

3) Environment

The unpleasant environment such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

4) Emphasis on Word Recognition[42]

All assignment will be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing

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[41] Martha Dallmann, et al., The Teaching of Reading, (New York: Holt Rinehart and Winston, 1982), p.165-167.

[42] Dallmann, The Teaching of Reading, p. 165-167.

on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

5) Emphasis on Oral Reading

When students do oral reading, they interpret the meaning of the text passage through their mouth. The more practices students on oral reading the more accurate they are on comprehending the text.

6) Background of Reading Selection

Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as using advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should be aware in selecting textbook, and distribute it efficiently to the students.

7) Adjustment Reading Techniques

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension.

8) Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, textbook, novel or magazine might cause failure in comprehending text material.

Based on the explanation above, it can be concluded that these are several factors that may influence the success of reading comprehension process. All those factors should be avoided in order to gain successfulness on reading comprehension.

C. Hypothesis

Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted. A key feature of all hypotheses is that each must make a *prediction.* Remember that hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied.[43] After find idea statement of research above, the researcher take the hypothesis as follows:

Ho   : There is no correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMP Negeri 4 Ponorogo.

Ha   : There is any correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMP Negeri 4 Ponorogo.

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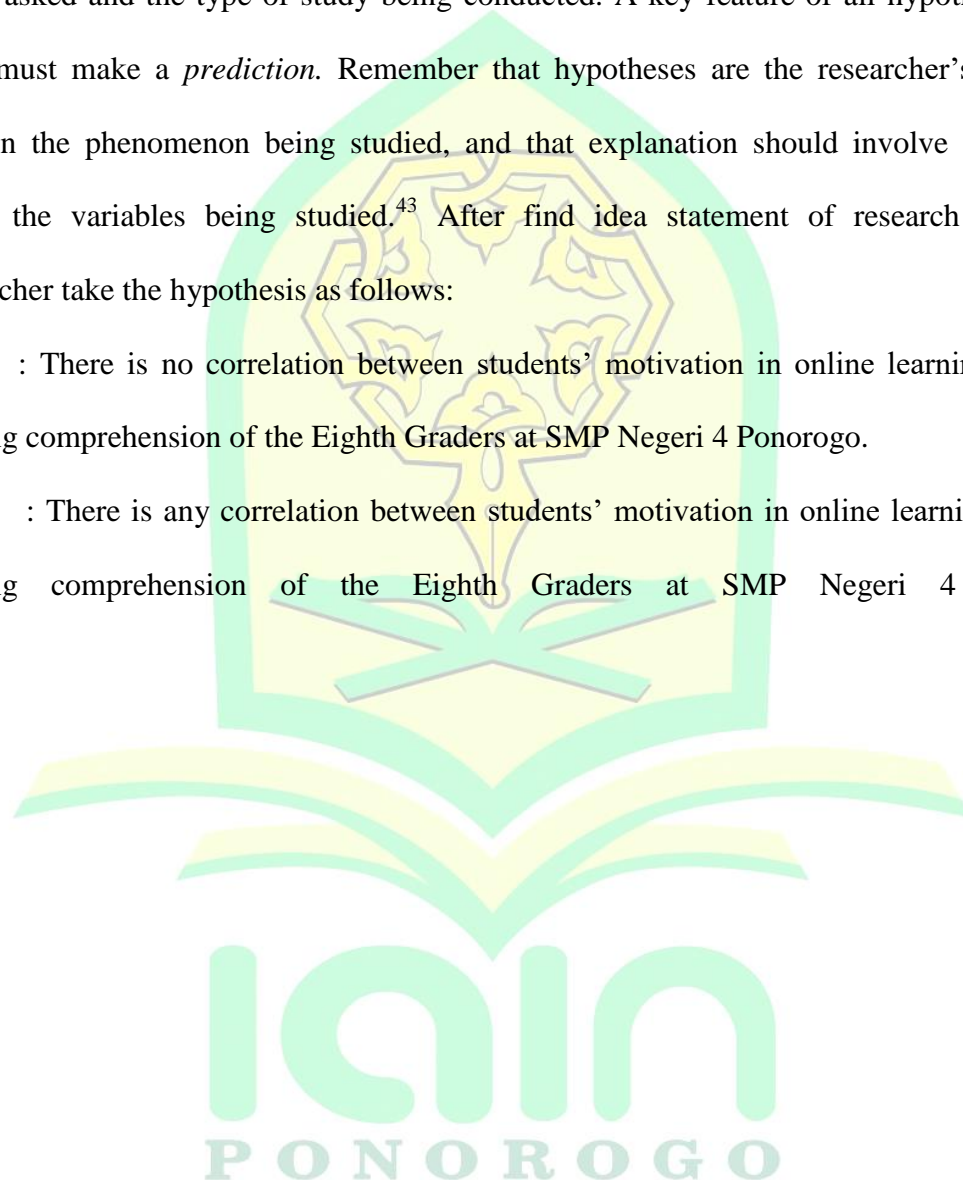
[43] Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc., 2005), 8.

CHAPTER III

RESEARCH METHODS

A. Research Design

A research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Kerlinger stated that research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance.[1]

In this study, the researcher used quantitative method. This research applied a correlative research. This research aims to know the correlation between students' motivation in online learning and their reading comprehension of the eighth graders at SMPN 4 Ponorogo in academic year 2020/2021. A correlation is the measurement of the co-relationship between two or more variables used correlation statistics.[2] It means, correlation was a kind of method in research to know the relationship between variables.

Correlation study aims to find whether or not there is a relationship, and if so, how close relationship.[3] This research has two variables, those are:

1. Independent variable: Students' motivation in online learning(X)

2. Dependent variable : Students' reading comprehension (Y)

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[1] Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Techniques,* (Romania: Bridge Center, 2015), 18.

[2] Muhammad Adnan Lathif, research method on language learning (Malang: UM press, 2012) 112.

[3] Suharsimi Arikunto, Prosedur Penelitian dalam Praktek edisi revisi IV (Jakarta : rineka cipta , 1998) 251

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B. Population and Sample

1. Population

In conducting some observation, the research needs to determine the population. Population is a group of individuals who have the same characteristic.[4]

The population of this research is all of the eighth graders at SMPN 4 Ponorogo in academic year 2020/2021. The eighth graders consist of 8 classes and total number of the population is 240 students. It consists of 135 female students and 105 male students.

2. Sample

Sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.[5] In this research, the researcher used purposive sampling to choose a class that is active in participating English online learning during the pandemic Covid-19. Purposive sampling is conducted to select a sample "…on the basis of your own knowledge of the population, its elements, and the nature of your research aims… ".[6] In this research the sample is class 8H, consisting of 31 students. This class was chosen based on the suggestions of English teacher at SMP Negeri 4 Ponorogo because they had good participation in English online learning during the pandemic Covid-19. This class had good responses on the assignment that was given by their English teacher. Their score in English learning were also good. In addition, it was also based on the permission of the committees of the school which allowed the researcher to conduct the study in this class.

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[4] John W, Creswell, Research Design: Quantitative, Qualitative, and Mixed Methods Approaches (California: SAGE, 2009), 142.

[5] John W Creswell, Research Design Qualitative, Quantitative and mixed method approaches (United State of America), 142.

[6] Adem ince, *Turkey's Kurdish Question from an Educational Perspective*, (London: Lexinton Books, 2018), p. 14.

C. Research Instrument

Instrument is a tool that used by a researcher in collecting the data in order that he or she works easier, the result is better, accurate, complete, and systematic, so that the data are easy to be processed. Data is most important thing in the research. To get the data, the researcher has to arrange the instrument and technique data that are needed to collect data.

In quantitative research, the quality of research instruments is concerned with the validity and reliability of instruments and collection qualities with respect to the precision of techniques of the means used to collect data. The following is the format of the preparation of the research instruments in quantitative research.[7] In this research, researcher used questionnaire and reading comprehension test as instrument to collect the data. Questionnaire used to measure students' motivation in online learning and reading comprehension test used to measure students' achievement of reading comprehension. Documentation is used to obtain supporting data in this research, for example photograph of student activities, description of research locations, organizational structure and vision and mission

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[7] Louis Cohen, Research Method in Education Sixth Edition, (New York: Routledge, 2007), 113-200

Table. 3.1

Instrument of data collection can be shown as table

Tittle of the Research	Variable	Indicator	Subject	Technique	Number of Item
The Correlation Between Students' Motivation in Online Learning and Students' Reading Comprehension of The Eighth Graders at SMPN 4 Ponorogo in Academic Year 2020/2021	Independent variable (X): Students' Motivation in Online learning	1. Instrumental 3. Assignment 4. Knowledge 5. Good Job 6. Education 7. Travelling abroad 8. Achievement 9. People View c. Integrative 1. Understanding 2. Communicating 3. Join a Group 4. Skill	The eight graders The eight graders	Questionnaire	10,11 13,12 4,1,2,19 5,3,17 7,13 6,15,20 12,9 14,8,18 7,16

	2.Dependent variable (Y) : Students Reading Comprehension (Y)	1. Identifying the topic items 2 Predicting and guessing 3. Reading for general understanding 4. Reading for specific information 5. Reading for detailed information 6 Interpreting text	The eight graders	Reading Comprehension Test	1, 2, 4,11,12, 14, 17, 18, 19, 5, 3, 8 6, 7, 9, 10, 15, 16, 20

D. Data Collection Technique

Data is one of essential components in a research activity. The use of the right technique in collecting data is important to take the objective. The technique of data collection in this research was conducted by questionnaire, test and documentation.

1. Observation

Researcher conducted observation techniques to be more able to obtain data holistic and also allows researcher to use an inductive approach, more than that researcher can also get a more comprehensive picture.

Observation is the selection and recording behavior of people in their environment.[8] It means that observation is a technique that researcher does in order to increase understanding of phenomena, situations, places and participant habits while in the research location. Participatory observation consists of six steps. Participator observation consists of six steps. There are:[9]

a) Selection of a site and definition of problems, concepts and indicators.

b) The researcher chooses a strategy to move into the research setting.

c) Selecting people and events to observe.

d) Develop relationship with the participants.

e) Analyzing observations.

f) Final analysis and interpretation.

The object used in this observation is the eighth graders at SMPN 4 Ponorogo, Because of pandemic Covid – 19 this school implemented E-Learning in teaching learning process. Researcher has made a framework that contains factor that has been arranged in advance. In this research, researcher used an observation to find out score, to identify students' motivation in online learning (X) and their reading comprehension (Y).

2. Documentation

Documentation is a kind of important technique to get the data about everything or variable which is in the form of notes, transcripts, books, newspaper, magazines, meeting result, ledger, etc.[10] in other words, it can be stated that documentation is used to collect data through printed materials.

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[8] Sari Wahyuni, Qualitative Research Method: Theory and Practice, (Jakarta: Salemba Empat, 2012), p.21 54Ibid, p.23-24

[9] Ibid, p.23-24

[10] H. Douglas Brown, Language Assessment: Principles and Classroom Practices (Longman:San Francisco State University, 2004), 243.

In this research, the documentation was used to archive data. They were taken from students' result of the given test, teacher lesson's plan, and lesson schedule. Besides, researcher also got the data about students' name of VIII H, transcripts related the geographical history, background of school, vision, mission, and the goals of the SMP Negeri 4 Ponorogo.

3. **Questionnaire**

Questionnaire is one of the most common instruments used. They are relatively easy to prepare, they can be used with large number of subject and they can option information that is relatively easy to tabulate and analyze.[11]

Questionnaire is a technique of data collecting done by giving question or written questions to the respondent to answer. In this research, researcher used a questionnaire to find out score, to identify E-Learning systems (X).

This research questionnaire consisted of twenty closed questions that focused on students' E-Learning motivation during the Covid-19 pandemi. But to make it easier for students to fill in, the questionnaire was prepared using Indonesian so that it would later need to be translated again by the researcher. The researcher made an electronic questionnaire in the form of a Google Form, and then distributed it to groups of Whatsapp and Telegram of the eighth graders at SMPN 4 Ponorogo.

Because this type of questionnaire is a closed questionnaire, students only choose the answers available without having to think about their own answers. The researcher told the informant that the questionnaire would remain confidential and would not affect the value of English lessons.

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[11] Jack C. Richard, Curriculum Development in language Teaching, (USA: Cambridge University Press, 2001), 60.

The scale which is used in this questionnaire was Likert scale. The Likert scale is used to measure attitude, argument, and also people perception about social phenomena. Likert scale is called summated-rating or additive scales because a person's score on the scale is computed by summing the number of responses the person gives.[12]

The questionnaire in this research consist of 20 numbers multiple choice items that prepare 4 answers choice in each question that counts as follow:

Strongly Agree   = 4

Agree   = 3

Disagree   = 2

Strongly Disagree   = 1

In the quantitative research, the instrument of data collection or the research instrument is agreed with the instrument validity and reliability. It was calculated which using SPSS 23 version.

4. **Reading Comprehension Test**

A test is a systematic procedure for observing one's behavior with the aid of numerical or category system. A test is used to collect the data of students' reading comprehension. The test of reading comprehension was an objective test in the form of multiple-choices test which consisted of twenty questions. There were four options (A, B, C, D) in each item. The researcher gave five points for the question which is answered correctly, and zero point for the question which is answered incorrectly.

To measure students' reading comprehension, a reading assessment was administrated. The researcher took the assessment from book *Language Assessment:*

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[12] W Lawrence Neuman, Social Research Methods: Quantitative and Qualitative Approaches, (Boston: PERSON Education,2000), 182.

Principles and Classroom Practice about reading assessment task for selective reading task.[13] Then, reading comprehension test was made based on contextualized multiple choice.

Besides, contextualized multiple choice contain about literal comprehension. The first key to comprehending a written passage is to understand it from a literal point of view. Literal comprehension is the understanding of the written meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence of thought chosen by the author. Literal comprehension reserve studying author interpretation until after a student understands the basic message of a written passage

Table 3.2

Table of Specification

Literal Comprehension		
Understanding the context	Read for main idea	Sequential study
A contextual analysis of a word involves looking at these surrounding words for clues about the meaning, or alternate meaning, of unfamiliar words.	The main idea of a passage is the primary idea presented by the work.	A sequential study is reading a passage in a specific order.

In this test, there are 20 questions of descriptive text. The text consists a few paragraphs and the students answer the questions based on the text.

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[13] H. Douglas Brown, Language Assessment: Principles and Classroom Practices (Longman:San Francisco State University, 2004), 192-195.

E. Data Analysis Technique

Instrumental analysis was to find out the quality of the instruments given to the participants. There are two tests of the instrumental analysis:

1. Validity Test

An instrument is valid when it is able to measure what the researcher are going to measure.[14] There are two criteria to determine validity of test items, they are as follows:

1. If $r_{value} > r_{table}$ at the level significance of 5%, it means that the instrument is valid.

2. If $r_{value} < r_{table}$ at the level significance of 5%, it means that the instrument is not valid.

Validity test from the research was conducted by calculating the correlation between the value of r_{value} from each participant answer and the value of r_{table}. The value of r_{table} for N = 31 is 0,355 at the level significance of 5% and 0,456 at the level 1%. Every item is considered as valid if the r_{value} is bigger than rtable at the level significance of 5% or 1% , and considered as not valid if the r_{value} is smaller than r_{table} at the level significance of 5% or 1%. The validity test of the students' motivation in online learning questionnaire that was developed as below:

PONOROGO

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[14] Sofyan Siregar, Statistik Parametrik untuk Penelitian Kuantitatif, (Jakarta: PT Bumi Aksara, 2013), p. 87.

Table 3.3

Validity Test of Students' Motivation in Online Learning

No.	R value	R table 5%	Criteria
1	0.456	0.355	Valid
2	0.561	0.355	Valid
3	0.467	0.355	Valid
4	0.487	0.355	Valid
5	0.491	0.355	Valid
6	0.578	0.355	Valid
7	0.452	0.355	Valid
8	0.498	0.355	Valid
9	0.765	0.355	Valid
10	0.475	0.355	Valid
11	0.378	0.355	Valid
12	0.385	0.355	Valid
13	0.666	0.355	Valid
14	0.399	0.355	Valid
15	0.469	0.355	Valid
16	0.563	0.355	Valid
17	0.494	0.355	Valid
18	0.573	0.355	Valid
19	0.482	0.355	Valid
20	0.467	0.355	Valid

Based on the above table, it shows that the r_{value} is bigger than r_{table} at the level significance of 5% or 1%. It could be concluded that the questionnaire instrument of students' motivation in online learning test is valid.

Table 3.4

Validity Test of Reading Comprehension Test

No.	R value	R table 5%	Criteria
1	0.433	0.355	Valid
2	0.564	0.355	Valid
3	0.467	0.355	Valid
4	0.387	0.355	Valid
5	0.477	0.355	Valid
6	0.578	0.355	Valid
7	0.452	0.355	Valid
8	0.498	0.355	Valid
9	0.465	0.355	Valid
10	0.675	0.355	Valid
11	0.388	0.355	Valid
12	0.775	0.355	Valid
13	0.476	0.355	Valid
14	0.549	0.355	Valid
15	0.669	0.355	Valid
16	0.598	0.355	Valid
17	0.423	0.355	Valid
18	0.456	0.355	Valid
19	0.475	0.355	Valid
20	0.657	0.355	Valid

Based on the above table, it shows that the r_{value} is bigger than r_{table} at the level significance of 5% or 1%. It could be concluded that the instrument of reading comprehension test is valid.

2. **Reliability Test**

Reliability test refers to consistency if the instrument is used repeatedly for different subject or different time.[1] The instrument is considered reliable or not reliable:

1) If alpha cronbach > r_{table} at the level significance of 5%, it means that the instrument is reliable.

[1] Siregar, Statistik Parametrik…, p. 94.

2) If alpha cronbach $<$ r_{table} at the level significance of 5%, it means that the instrument is not reliable

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

Table 3.5

Reliability Test of Questionnaire Students' Motivation in Online Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.697	0.686	20

The computation shows that the coefficient reliability of Motivation learning Questionnaire is 0,697. It could be said that the Motivation learning Questionnaire is reliable and consistent.

Table 3.6

Reliability Test of Reading Comprehension Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.712	0.686	20

The computation shows that the coefficient reliability of reading comprehension test is 0,712. It could be concluded that the instrument of reading comprehension test is reliable and consistent.

3. Introductory Analysis

Introductory analysis is to simplify the data in order to be able to be read and interpret easily. There are two data:

a. Independent Variable The researcher categorized the scores resulted of questionnaire or independent variable (X) of this research, it is students' motivation in Online learning.

b. Dependent Variable The researcher categorized the scores resulted of questionnaire or independent variable (Y) of this research. The dependent variable was students' achievement in reading comprehension.

4. Hypothetical Analysis

To find out whether or not there is significant correlation between students' motivation in online learning and students' reading comprehension, the researcher first summed up the score of both data. Then, the researcher accounted the coefficient correlation of the two variables by using the product moment correlation formula with 5% significant level. The Pearson Product Moment formula is used to find out whether there is a correlation between both variables mentioned. The formula that used is: [2]

$$r_{xy} = \frac{N \sum XY - (\sum X \sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = The correlation coefficient between students' motivation in online learning and their reading comprehension

N = The number of respondents

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[2] Sofyan Siregar, *Metode Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2013), p. 7.

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 students' motivation in online learning and their reading comprehension

5. Further Analysis

The result of correlation between X and Y variables was compared with the value (r_{table}) whether the value is 5% or 1%. If $r_{xy} > r_{table}$, then it is significant or there is correlation between students' motivation in online learningtheir reading comprehension. If $r_{xy} \leq r_{table}$, then it means that there is no correlation between students' motivation in online learningtheir reading comprehension. A positive correlation indicates that the score moves together either increasing or decreasing. A negative correlation indicates that the scores on one variable rise and scores on the other decrease. The ranging of correlation is as follows: [3]

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[3] Sofyan Siregar, *Metode Penelitian Kuantitatif* (Jakarta: PT Bumi Aksara, 2013), p. 7.

Table 3.7
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

BAB IV

RESEEARCH RESULT

A. **General Findings**

1. **Background of School**

SMPN 4 Ponorogo was established in 1979 which is located in Jln. Jenderal Sudirman 92, Kepatihan, Ponorogo. "Green School" is the symbol of the school. It is reflected that the school has its characteristic of being an example school for other schools. Starting from the green building and the environment that is proved by many trees there. So, it supports having fresh air and a comfortable place to study.

2. **The Geographical Location of SMPN 4 Ponorogo**

The location of SMPN 4 Ponorogo is located on the Jl. Jend. Sudirman No.92, Krajan, Kepatihan, Kec. Ponorogo, Kab. Ponorogo.

3. **Vision, Mission of SMPN 4 Ponorogo**

a. **Vision**

Noble character, interpretation, cultured and environmental care

b. **Mission**

a. Optimizing religion education and religion value on the learning process.

b. Optimizing the learning process to have an academic interpretation.

c. Improving Gain Score Achievement (GSA) on the national examination.

d. Optimizing self-development activity to have non-academic interpretation.

e. Optimizing care society on cleanness, safety, kinship, and environmental care around the school.

B. Data Description

1. The Description of Students Learning Motivation Score

This research aims to determine how the correlation between students' motivation in online learning and their reading comprehension of the eighth Graders at SMPN 4 Ponorogo in academic year 2020/2021. To get the data, the researcher use questionnaire and reading test. The questionnaire used to measure the motivation of the students and the reading test used to measure the students reading comprehension of eight Graders at SMPN 4 Ponorogo. The researcher made an electronic questionnaire in the form of a Google Form, and then distributed it to groups of Whatsapp and Telegram of the eighth graders at SMPN 4 Ponorogo.

In this case the researcher made 20 questions related to the students' motivation in online learning with alternative answer, each of which has a weighting value different. The researcher acquired data listed below. To make easy in scoring in questionnaire, the all alternative options of frequency had ranks as follows:

Strongly Agree   = 4

Agree   = 3

Disagree   = 2

Strongly Disagree = 1

This questionnaire is based on Gardner Theory. The questionnaires are as follows:

Table 4.1
Questionnaire of Students' Motivation in Online Learning

No.	Questionnaire Statement (*Pernyataan Kuesioner*)	Alternative Answers (*Alternatif Jawaban*)			
		4	3	2	1
1	My parents help me to learn English through E-Learning during the Covid-19 pandemic. (*Orang tua saya membantu saya untuk belajar bahasa Inggris melalui E-Learning selama masa pandemic Covid-19.*)				
2	I always pay much attention to the feedback I receive in my English class through E-learning. (*Saya selalu memperhatikan umpan balik yang saya terima di kelas bahasa Inggris saya melalui E-learning.*)				
3	I were motivated and passionate about learning English through E-Learning during the Covid-19 pandemic. (*Saya termotivasi dan bersemangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19.)masa pandemi Covid-19.*)				
4	I think my English teacher is very good in explaining the material through E-learning. (*Menurut saya guru Bahasa Inggris saya sangat baik dalam menjelaskan materi melalui E-learning.*)				
5	I would rather spend more time in my English class and less in other classes. (*Saya lebih suka menghabiskan lebih banyak waktu di kelas bahasa Inggris saya dari pada di kelas lain.*)				
6	My parents feel that it is very important for me to learn English through E-Learning during the Covid – 19 pandemic. (*Orang tua saya merasa sangat penting bagi saya untuk belajar bahasa Inggris*				

No	Statement				
	melalui E-Learning selama pandemi Covid-19.)				
7	My English skills improve during learning through E-Learning. (*Keterampilan bahasa Inggris saya meningkat selama belajar melalui E-Learning)*				
8	My English class through E-learning is fun. (*Kelas bahasa Inggris saya melalui E-learning itu menyenangkan*)				
9	I enjoy the activities of my English class through E-learning during the Covid-19 pandemic. (*Saya menikmati kegiatan kelas bahasa Inggris saya melalui E-Learning selama masa pandemic Covid-19*)				
10	I always continue to learn English even though there are no assignments. (*Saya selalu belajar bahasa Inggris walaupun tidak ada tugas*)				
11	I always did my English assignments on time through E-Learning. (*Saya selalu mengerjakan tugas bahasa Inggris saya tepat waktu melalui E-Learning*)				
12	My English teacher has an interesting teaching style through E-learning during the Covid-19 pandemic. (*Guru bahasa Inggris saya memiliki gaya mengajar yang menarik melalui E-learning selama pandemi Covid-19.*)				
13	I can understand the English material provided by the teacher well through E-learning. (*Saya dapat memahami materi bahasa Inggris yang diberikan oleh guru dengan baik melalui E-learning.*)				
14	My parents ask me to seek help from my teacher if I am having problems with my English through E-Learning during the Covid-19 pandemic. (*Orang tua*				

	saya meminta saya untuk mencari bantuan dari guru jika saya mengalami masalah dengan pembelajaran bahasa Inggris melalui E-Learning selama masa pandemi Covid-19.)				
15	I always try to get the better score than my friends during the Covid – 19 Pandemic. (*Saya selalu berusaha mendapatkan skor yang lebih baik dari teman saya selama masa Pandemi Covid – 19.*)				
16	My English teacher present materials in an interesting way through E-Learning. (*Guru bahasa Inggris saya menyajikan materi dengan cara yang menarik melalui E-Learning.*)				
17	The teacher explains English material well through E-Learning. (*Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning.*)				
18	I really work hard to learn English through E – Learning. (*Saya sangat bekerja keras untuk belajar bahasa Inggris melalui E - Learning.*)				
19	My parents support me to practice English as much as possible during the Covid – 19 Pandemic. (*Orang tua saya mendorong saya untuk berlatih bahasa Inggris sebanyak mungkin selama masa Pandemi Covid-19.*)				
20	I like learning English through E–Learning during the Covid – 19 Pandemic. (*Saya suka belajar bahasa Inggris melalui E–Learning selama masa Pandemic Covid – 19.*)				

The result of questionnaire is as follows:

Table 4.2

Result of Questionnaire of Students' Motivation in Online Learning (X)

NO. Resp.	Answer				Value				Total
	A	B	C	D	A	B	C	D	
1	0	7	10	3	0	21	20	3	44
2	0	3	17	0	0	9	34	0	43
3	0	12	8	0	0	36	16	0	52
4	4	12	4	0	16	36	8	0	60
5	3	4	8	5	12	12	16	5	45
6	1	6	11	2	4	18	22	2	46
7	1	11	8	0	4	33	16	0	53
8	9	7	4	0	36	21	8	0	65
9	1	18	1	0	4	54	2	0	60
10	5	11	4	0	20	33	8	0	61
11	2	12	6	0	8	36	12	0	56
12	3	14	3	0	12	42	6	0	60
13	1	12	7	0	4	36	14	0	54
14	4	9	7	0	16	27	14	0	57
15	5	7	8	0	20	21	16	0	57
16	8	4	7	1	32	12	14	1	59
17	5	13	2	0	20	39	4	0	63
18	4	16	0	0	16	48	0	0	64
19	3	7	9	1	12	21	18	1	52
20	5	13	2	0	20	39	4	0	63
21	2	17	1	0	8	51	2	0	61
22	3	8	8	1	12	24	16	1	53
23	5	7	8	0	20	21	16	0	57
24	3	9	8	0	12	27	16	0	55
25	8	12	0	0	32	36	0	0	68
26	3	14	2	1	12	42	4	1	59
27	2	12	6	0	8	36	12	0	56
28	1	10	8	2	4	30	16	2	52
29	5	9	6	0	20	27	12	0	59
30	4	15	1	0	16	45	2	0	63
31	6	13	1	0	24	39	2	0	65
TOTAL (∑X)									1762

The next step was to determine the mean of students' motivation in online learning Mx by using the data above, as follows:

$$\text{MeanX} = \frac{\sum X}{N}$$

$$= \frac{1762}{31}$$

$$= 56.8387$$

From the data above it is known that the highest score of students' motivation in online learning is 68, whereas the lowest score is 43. The next step was to determine the classes and the interval of students' motivation in online learning by using those data. The formula:

a. Interval (K) = 1 + 3,3 log n

$$= 1 + 3,3 \log 3$$

$$= 1 + 3,3 \, (1,49136)$$

$$= 1 + 4.92149$$

$$= 5.921493$$

$$= 6$$

b. Range (R) = H - L

$$= 68 - 43$$

$$= 25$$

Where (H) is the highest score and (L) is the lowest score

c. Interval Class (i) $= \frac{R}{K}$

$$= \frac{25}{6}$$

$$= 4.16$$

$$= 4$$

Table 4.3

Distribution Frequency of Students' Motivation in Online Learning

INTERVAL	F	X	FX	X	x2	fx2
63-68	7	65.5	458.5	8.5	72.25	505.75
59 – 62	8	61.5	492	4.5	20.25	162
55-58	6	56.5	339	-0.5	0.25	1.5
51-54	6	52.5	315	-4.5	20.25	121.5
47-50	0	48.5	0	-8.5	72.25	0
43-46	4	44.5	178	-12.5	156.25	625
Total	31		1782.5			1456.75

Standard of Deviation

$$SD = S$$

$$S^2 = \frac{\sum fx^2}{n-1}$$

$$= \frac{1456.75}{31-1}$$

$$= 47.19167$$

$$S = \sqrt{47.19167}$$

$$SD = 6.869619$$

After find out the standard of deviation, the researcher determining the category of students' motivation in online learning by using five scale standards:

M + 1,5 (SD) = 57 + 1,5 (6.86) = 67.30443 = 67

M + 0,5 (SD) = 57 + 0,5 (6.86) = 60.43481 = 60

M – 0,5 (SD) = 57– 0,5 (6.86) = 53.56519 = 54

M – 1,5 (SD) = 57 – 1,5 (6.86) = 46.69557 = 47

Based on the calculation above, the next step was making the category. The result:

Table 4.4

The Analysis of Students' Motivation in Online Learning

Interval	Category
67 – above	Very high
60 – 66	High
54 – 59	Medium
48 – 53	Low
47 – below	Very Low

Based on the table above it shows that level of students' motivation in online learning is medium since the mean of the score is 56.838 which was in the interval 54 – 59

2. Students' Achievements in Reading Comprehension

The next variable was students' achievement in reading comprehension (variable Y). These data were acquired by giving a test to the students' via google form. This test consists of 20 questions that have been passed by some validity and reability test. The data that were collected as follows:

Table 4.5
Result of Students' Achievement in Reading Comprehension (Y)

Resp. No.	Answer		Total Score	Resp. No.	Answer		Total Score
	Correct	**Incorrect**			**Score**	**Incorrect**	
1	8	12	40	17	18	2	90
2	12	8	60	18	18	2	90
3	19	1	95	19	13	7	65
4	18	2	80	20	16	4	80
5	18	2	90	21	18	2	90
6	8	12	40	22	15	5	75
7	19	1	95	23	17	3	85
8	17	3	85	24	13	7	65
9	18	2	90	25	18	2	90
10	17	3	85	26	12	8	60
11	16	4	80	27	16	4	80
12	16	4	80	28	13	7	65
13	17	3	85	29	16	4	80
14	16	4	80	30	18	2	90
15	15	5	75	31	16	4	80
16	17	3	85	TOTAL ($\sum$Y)			2430

The next step was determine the mean score of students' achievement in reading comprehension (My) and the formula was similar to the way the researcher did in calculating data of variable X.

$$\text{Mean Y} = \frac{\Sigma Y}{N}$$

$$= \frac{2430}{31}$$

$$= 78,3870$$

From the data above it was known that the mean score is 78,3870 while the highest score of students' achievement in reading comprehension is 95, whereas the lowest score is 40. The next step was to determine the classes and the interval by using those data. The formula:

a. Interval (K) $= 1 + 3,3 \log 31$

$$= 1 + 3,3 \log 31$$

$$= 1 + 3,3 \, (1,49136)$$

$$= 1 + 4.92149$$

$$= 5.921493$$

$$= 6$$

b. Range (R) $=$ H - L

$$= 95 - 40$$

$$= 55$$

Where (H) is the highest score and (L) is the lowest score

c. Interval Class (i) $= \frac{R}{K}$

$$= \frac{55}{6}$$

$$= 9.16667$$

$$= 9$$

Table 4.6

Distribution Frequency of Students' Achievement in Reading Comprehension

INTERVAL	F	Y	FY	Y	y^2	fy^2
85 – 95	14	90	1260	12	144	2016
76 – 84	8	80	640	2	4	32
67 – 75	2	71	142	-7	49	98
58-66	5	62	310	-16	256	1280
49-57	0	53	0	-25	625	0
40-48	2	44	88	-34	1156	2312
Total	31		2440			5738

Standard of Deviation

$$SD = S$$

$$S^2 = \frac{\Sigma fy^2}{n-1}$$

$$= \frac{5738}{31-1}$$

$$= 191.267$$

$$S = \sqrt{191.267}$$

$$SD = 13.8299$$

After finding out the standard of deviation, the researcher determining the category of students' achievement in reading comprehension by using five scale standards:

M + 1,5 (SD) = 78 + 1,5 (13.82) = 98.7447 = 99

M + 0,5 (SD) = 78 + 0,5 (13.82) = 84.915 = 85

M – 0,5 (SD) = 78– 0,5 (13.82) = 71.085 = 71

M – 1,5 (SD) = 78 – 1,5 (13.82) = 57.2551 = 57

From the counting above, the analysis of students' achievement in reading comprehension could be categorized as the table below:

Table 4.7

The Analysis of Students' Achievement in Reading Comprehension

Interval	Category
99 - Above	Very High
86 – 99	High
72 – 85	Medium
58 – 71	Low
57 – Below	Very Low

From the table above it could be concluded that students' achievement in reading comprehension is medium since the mean of the score is 78.3870 which were in the interval 72 – 85.

C. Data Analysis

The aim of data analysis or hypothetical analysis is to know the correlation between students' motivation in online learning and their reading comprehension. The data of students' motivation in online learning (X) and their reading comprehension (Y) can be seen clearly on the following table:

Table 4.8

Correlation Coefficient Table of Students' Motivation in Online

Learning and Their Reading Comprehension

NO. RES.	X	Y	X^2	Y^2	XY
1	44	40	1936	1600	1760
2	43	60	1849	3600	2580
3	52	95	2704	9025	4940
4	60	80	3600	6400	4800
5	45	90	2025	8100	4050
6	46	40	2116	1600	1840
7	53	95	2809	9025	5035
8	65	85	4225	7225	5525
9	60	90	3600	8100	5400
10	61	85	3721	7225	5185
11	56	80	3136	6400	4480
12	60	80	3600	6400	4800
13	54	85	2916	7225	4590
14	57	80	3249	6400	4560
15	57	75	3249	5625	4275
16	59	85	3481	7225	5015
17	63	90	3969	8100	5670
18	64	90	4096	8100	5760
19	52	65	2704	4225	3380
20	63	80	3969	6400	5040
21	61	90	3721	8100	5490
22	53	75	2809	5625	3975
23	57	85	3249	7225	4845
24	55	65	3025	4225	3575
25	68	90	4624	8100	6120
26	59	60	3481	3600	3540
27	56	80	3136	6400	4480
28	52	65	2704	4225	3380
29	59	80	3481	6400	4720
30	63	90	3969	8100	5670
31	65	80	4225	6400	5200
Total	1762	2430	101378	196400	139680

Next, all data that has been obtained were counted using Pearson product moment to prove whether this research hypothesis was significant or not. The formula:

$$r_{xy} = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Correlation coefficient between students' motivation in online learning and their reading comprehension

N = The number of respondent

$\sum X$ = The sum of students' motivation in online learning score

$\sum Y$ = The sum of students' reading comprehension score

$\sum XY$ = Total number of reading comprehension score and motivation in online learning score

$$r_{xy} = \frac{31(139680) - (1762)(2430)}{\sqrt{[31(101378) - (1762)^2][31(196400) - (2430)]}}$$

$$r_{xy} = \frac{4330080 - 4281660}{\sqrt{[3142718 - 3104644][6088400 - 5904900]}}$$

$$r_{xy} = \frac{48420}{\sqrt{[38074][183500]}}$$

$$r_{xy} = \frac{48420}{\sqrt{6986579000}}$$

$$r_{xy} = \frac{48420}{83585.8}$$

$$r_{xy} = 0.57928529$$

So, the correlation coefficient between students' motivation in online learning and their reading comprehension was 0.5792.

The result of correlation analysis shows that the correlation coefficient between students' motivation in online learning and their reading comprehension

(r_{xy}) was 0,579. The result of r_{xy} was compared with *Pearson's product moment table* (r_{table}) df = n-2 and significant level 5% and 1%. If $r_{xy} > r_{table}$ it means that there was a positive correlation between students' motivation in online learning and their reading comprehension, and the hypothesis was accepted. And if $r_{xy} > r_{table}$ it means that there was not a positive correlation, and the hypothesis was rejected.

Df = n - 2

    = 31 - 2

    = 29

r_{xy} = 0,5792

r_{table} (5%) = 0,355

r_{table} (1%) = 0,456

From the data above, it shows that:

a. $r_{xy} = 0,579 > r_{table}$ 5% = 0,355,

b. $r_{xy} = 0,579 > r_{table}$ 1% = 0,456

It means there was a positive correlation between students' motivation in online learning (variable X and students' reading comprehension.(variable Y). From all the data above, the researcher would interpret the category of coefficient correlation between students' motivation in online learning and their reading comprehension based on the following criteria: [1]

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[1] Sofiyan, *Metode Penelitian Kuantitatif*, p. 7.

Table 4.9

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

Based on the table above, the researcher concluded that the correlation between dependent and independent variable had a positive and significant correlation with the score correlation is 0,579 and it was categorized as strong enough correlation.

Table 4.10

Hypothesis Test

N	Hypothesis Analysis	Result	Significant Level		Information	Hypothesis
			5%	1%		
31	r_{xy}	0,579	0,355	0,456	Significant	Accepted

D. Discussion and Interpretation.

This research was conducted to find out whether there was a significant correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMPN 4 Ponorogo. In this section, the researcher would like to discuss and interpret the findings of the research. To interpret the data, researcher compared the result of the data r_{xy} with r_{table}. If r_{xy} is higher than r_{table}, it means Ho is rejected and Ha is accepted. There are two hypotheses of this research:

Ho : There is no correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders of SMP Negeri 4 Ponorogo.

Ha : There is a correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders of SMP Negeri 4 Ponorogo.

After collecting data, the researcher analyzed two hypotheses above by comparing value of r_{xy} with r_{table} of product moment, but we have to find out df first:

Df = N – nr

    = 31 - 2

    = 29

Notes:

If $r_{xy} \geq r_{table}$ so Ha is accepted and Ho is rejected

If $r_{xy} \leq r_{table}$ so Ho is rejected or Ha is accepted

From table shows that:

1. The significant standard of 5% = 0,355

2. The significant standard of 1% = 0,456

3. Value of r_{xy} = 0,579

4. From the comparison between r_{xy} and the significant standard of 5% = 0,579 ≥ 0,355 it shows that $r_{xy} \geq$ r table

5. From the comparison between r_{xy} and the significant standard of 1% = 0,579 ≥ 0,456 it shows that $r_{xy} \geq$ r table

6. So it can be concluded that $r_{xy} \geq$ r table

The accumulation data above shows that $r_{xy} > r_{table}$ (5% and 1%). Therefore, it could be concluded that "There was correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMP Negeri 4 Ponorogo"

From the result above, it is shows that the result of r_{xy} is medium: it is not high and not too low. It was because of both of students' motivation in online learning and their reading comprehensions of the Eighth Graders at SMP Negeri 4 Ponorogo are medium position. Although students' motivation in online learning have positive affect to their reading comprehension, in fact from the analysis result of students' motivation in online learning shows that the their score is on average. It is only 56,838 which mean it could not reach maximum score that is 80 and the mean score of the students' achievement in reading comprehension is only 78,387 which also could not reach maximum score that is 100. From the result above the researcher concluded that motivation is not the only one factor that affects students' achievement in reading comprehension.

Based on the discussions above, it can be concluded that in the learning process, success and failure cannot be viewed from a single factor but it should be looked at from various aspect or factor affecting. One factor that comes from students' motivation to learn

Motivation to learn is the psychological condition that encourages students to learn. High motivation can encourage students' learning activities. Students who have high motivation are able to carry out activities learning with confidence and responsibility when compared with the students who have low learning motivation. It can be concluded that students who have high motivation to learn have a better chance to obtain better learning achievement than students who have low learning motivation.

CHAPTER V

A. Conclusion

After the researcher conducted the research and data analysis for the data obtained in the framework of the discussion of the thesis entitled "Correlation between students' motivation in online learning and their reading comprehension", it could be broadly concluded:

1. After calculating the data, researcher found that students' motivation in online learning of the eighth graders at SMPN 4 Ponorogo in the academic year 2020/2021 was medium. Based on the category table about students' motivation in online learning the mean was 56.838 which was in the range of medium (54 - 59).

2. From the analysis of students' reading comprehension, researcher found that students' reading comprehension of the eighth graders at SMPN 4 Ponorogo in the academic year 2020/2021 was also medium. Based on the category table about students' reading comprehension, the mean was 78,387 which were in the range of medium (72 - 85).

3. Correlation coefficient between students' motivation in online learning and their reading comprehension was 0,579. It was significant because $r_{xy} = 0,5792 >$ rtable 5% = 0,355 and $r_{xy} = 0,5792 >$ rtable 1% = 0,456. Therefore, it could be concluded that there was correlation between students' motivation in online learning and their reading comprehension. So Ha was accepted and Ho was rejected.

B. Suggestions

After the discussion of the theme of this thesis, the researcher hopes that her thoughts in this thesis could be beneficial to all parties. Therefore, the researcher conveys some suggestions as follows:

1. For students

   Students who want to get good comprehension in reading should increase their motivation from inside to get a better in English reading comprehension and make reading as a daily habit. The more students read, the deeper understanding they get. When their motivation in studying English language is low, they will not get knowledge because they have not desirable in studying English.

2. For teachers

   In order to increase students' motivation in online learning during the pandemic Covid-19, the teacher should be more creative in teaching and learning activities. So the learning done is more varied, maximizing the use of methods, strategies, and learning media. The teacher should make students more motivated to learn English. Therefore, the students hopefully have good reading habit and become good readers.

3. For other researchers

   For further research, this research can be a stepping stone that other researcher wants to conduct a study related to students' motivation in online learning and their reading comprehension. They can learn from this study and get motivation to look for similarity topics and find solutions to problems that arise in English learning.

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