THE CORRELATION BETWEEN

STUDENTS' READING MOTIVATION AND ENGLISH ACHIEVEMENT

AT THE TENTH GRADE OF MAN 1 PONOROGO

THESIS

By :

FARIDHA SIGMAYANA

NIM. 204180029

ENGLISH EDUCATION DEPARTEMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

JUNE 2022

ABSTRACT

Sigmayana, Faridha. 2022. *The Correlation between Students' Reading Motivation and English Achievement at the tenth grade of MAN 1 ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies, Ponorogo, Advisor : Dedi Hasnawan, M. Pd.

Keywords : *Correlation, Students' Reading Motivating, English, Achievement, Senior High School*

Reading is an important activity for a person. For students, the obligation to read is part of the literacy program. However, not a few students think that reading is boring. Here the role of motivation to read is needed. Reading motivation directs students to have a positive or negative perspective on what they read. With reading activities, language skills develop. The level of language comprehension also increase. A student who can read means they can better understand each subject in the class and help others.

The main objective of this study is to find the correlation between students' reading motivation and English achievement at the tenth grade of MAN 1 Ponorogo. The problem is whether there is a correlation between reading motivation and students' English achievement.

The researcher uses a quantitative approach and uses a correlational research design to determine the relationship between the two variables. In this study, the researcher took the entire population of tenth grade religions to be used as research. The population in this study were 50 students. Consisting of 26 male and 24 female. Data collection techniques are questionnaires and documentation. To analyze the data collection, the researcher used the product moment correlation formula as the data analysis technique.

Based on the research results, the correlation coefficient between students' reading motivation (X) and students' English learning achievement (Y) is 0.429. Because 0.429 on a scale of 0.41 to 0.60, indicating that the correlation between variable X and variable Y is moderate. Pearson's product-moment correlation test showed that the significance (2-tailed) was 0.02. The basis for making decisions is the significance value is less than 0.05, then Ha is accepted. (0.02 < 0.05) This means a significant correlation between reading motivation and students' learning achievement in English.
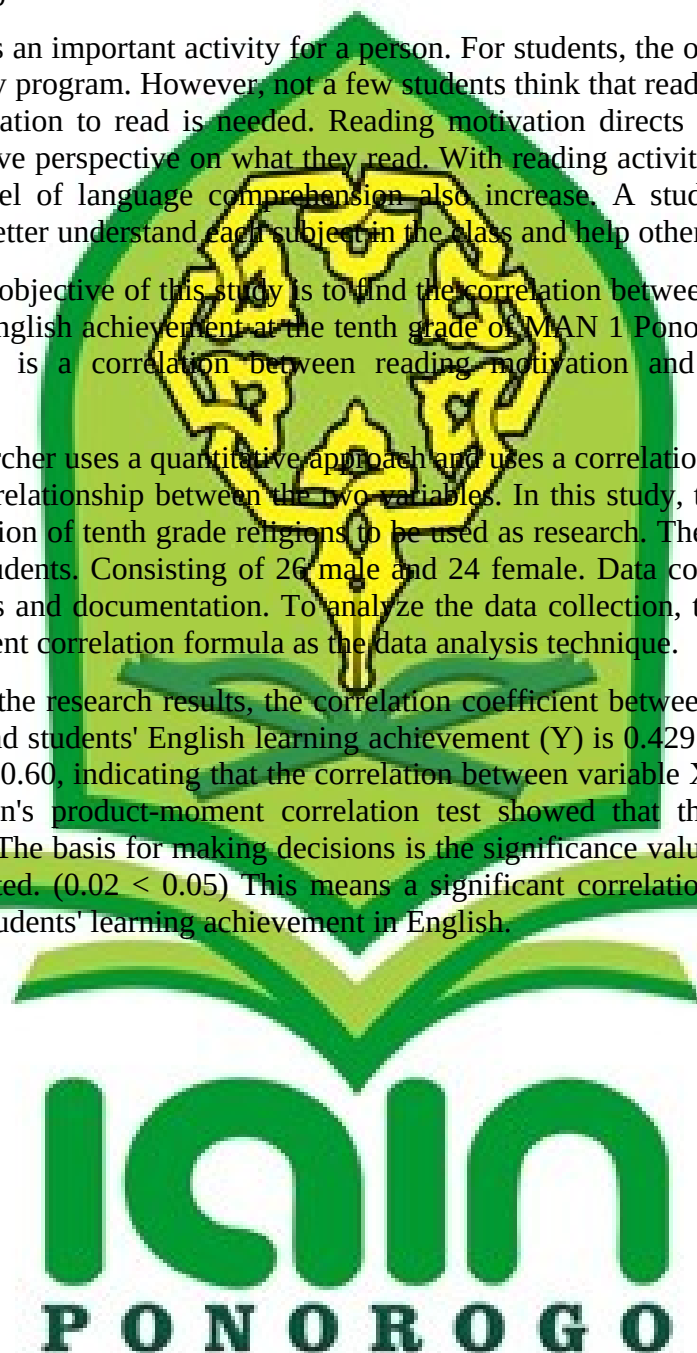
MINISTRY OF RELIGIOUS AFFAIRS
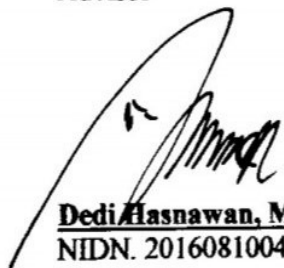
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

APPROVAL SHEET

This is to certify that the Sarjana's thesis of :

Name	: Faridha Sigmayana
Student number	: 204180029
Faculty	: Tarbiyah and Teachers Training
Departement	: English Education
Title	: " The Correlation between Students' Reading Motivation and English Achievement at the Tenth Grade of MAN 1 Ponorogo. "

Has been approved by the advisor and is recommended for approval and acceptance.

Advisor

Dedi Hasnawan, M. Pd
NIDN. 2016081004

Ponorogo, 12 May 2022

Acknowledged by

Head of English Education Department of

Tarbiyah and Teacher Training Faculty

State Institute of Islamic Studies Ponorogo

Puspita Kirana, M. Pd
NIP. 198303272011012007

iii

RATIFICATION

This is to certify that Sarjana's thesis of :

Name : Faridha Sigmayana

Student Number : 204180029

Faculty : Tarbiyah and Teacher Training

Department :English education

Title : " The Correlation between Students' Reading Motivation and English Achievement at the Tenth Grade of MAN 1 Ponorogo."

Has been approved by the board of examiners on :

Day : Thursday

Date : 2nd June 2022

And has been accepted as the requirement for the degree the sarjana in English education on :

Day : Monday

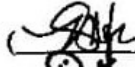Date : 7th June 2022
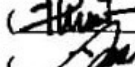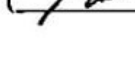
Ponorogo, 7 June 2022

Certified by

The Acting Dean of the Faculty of Tarbiyah and Teacher Training

Dr. H. Moh. Miftachul Choiri, M.A.
NIP. 197404181999031002

Board of Examiners

1. Chairman : Dr. Dhinuk Puspita Kirana, M.Pd ( )
2. Examiner I : Dr. Tintin Susilowati, M.Pd ( )
3. Examiner II : Dedi Hasnawan, M.Pd ( )

SURAT PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan dibawah ini :

Nama   : Faridha Sigmayana

NIM   : 204180029

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Study   : Tadris Bahasa Inggris

Judul Skrips   : The Correlation between Students' Reading Motivation and English Achievement at the Tenth grade of MAN 1 Ponorogo.

Menyatakan bahwa naskah skripsi telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di **ethesis.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab dari penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 7 Juni 2022

Penulis

Faridha Sigmayana
NIM. 204180029

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Faridha Sigmayana

NIM   : 204180029

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : The Correlation between Students' Reading Motivation and English Achievement at the Tenth grade of MAN 1 Ponorogo.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.
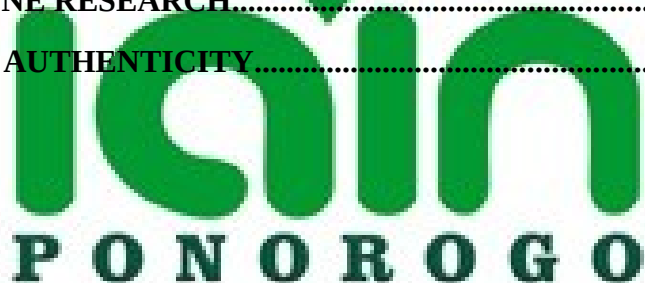
Ponorogo, 29 Mei 2022

Yang membuat pernyataan

Faridha Sigmayana

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is one of the five language skills that individuals must master (listening, reading, writing, and speaking). Reading provides information, increases scientific knowledge, and allows people to interact with their feelings and thoughts. Reading, according to Nunan, is the process of combining information from a text and the reader's background to create meaning, purpose, and understanding.[1] Through reading activities, students can consider how to create the meaning of the text that read.

Reading skill is an essential tool that can influence academic success.[2] According to I.S.P Nation, Reading is a source of learning and a source of joy Reading as a learning resource can form previously learned vocabulary and grammar. Thus it can add new vocabulary and grammar for students. Students' success in the use of language can encourage students to learn better.[3]

There are several factors that affect students' reading skill. One of the factors that influence students' reading skill is reading motivation. According to Gambrell, the important role was play in reading is motivation. Strongly drive that influences a person to engage in reading activities is called reading motivation.[4] As a result, students can expend a significant time to reading because have the ability to motivate themselves to do so. Meanwhile, student avoid reading activities due to lack of motivation to read. The conclusion is that students volunteer to do reading activities if there is a strong inner urge to read.

---

[1] David Nunan, *Practical English language Teaching (New York: McGraw Hill, 2003)*, 68.
[2] Patel, M.F and Praveen M. Jain. *English Language Teaching (Method, Tool, and Technique)*, (Jaipur: Sunrise Publishers & Distributor, 2008), 113.
[3] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), 49.
[4] Alhamdu,"Interest and Reading Motivation," *Jurnal Psikologo islam*, 1 (Juni, 2015), 2.

Students who are motivated to read more focused and more easily understand printed books and electronic forms. Reading motivation gives students the encouragement or support that need to understand a text fully. Guthrie argues that reading motivation is trying to understand why someone chooses to do reading activities or not to do it.[5] Thus, reading motivation is one of the essential factors in ensuring students' success in reading comprehension. That way students easy to build their achievements.

Students who have good reading comprehension impact increasing their learning achievement. This is in line with the statement from Guthrie. According to Guthrie, reading is related to motivation. Guthrie claims that reading interest predicts reading comprehension. Reading engagement, which is motivated by a student's intrinsic desire to read, has been found to be positively related to academic achievement.[6] In conclusion, one of the factors that affect reading comprehension is reading motivation, when students have a strong motivation, then enjoy reading so that more knowledge obtained and thus academic achievement increase.

From the results of field observations, the researcher found problems in the tenth grade, especially in the religious department. The problems that arise in the classroom are that there are two clearly visible gaps between students who are active during learning and students who are passive during learning. The researcher observed active student reads the material given by the teacher then ask that have not been understood. The student tries to understand and if feels do not understand, then discusses with seatmate. If the discussion has not found a bright spot, active student asks the teacher who explains it. In contrast to a passive student prefers to remain silent and divert his attention to other things. This happens because of several things including lack of motivation to read, difficulty in understanding a

---

[5] Alhamdu,"Interest and Reading Motivation," *Jurnal Psikologo islam*, 1 (Juni, 2015), 5.

[6] Karen L. Sanford," Factors Affecting the Reading Comprehension of Secondary Students with Disabilities," (Thesis, University of San Francisco, San Fransisco, 2015), 16.

sentence, lack of English vocabulary, the attitude of the child, methods and strategies used by the teacher.

Although many things influence students' English learning outcomes, it can be said that reading motivation is one of the factors that cause high and low student learning outcomes in English. Based on the research background, the researcher is interested in conducting a study entitled "The correlation between students reading motivation and English achievement at the tenth grade of MAN 1 Ponorogo."

B. Identification and Limitation of the study

Based on the problem's context, the researcher limit the study to the correlation between students reading motivation and English achievement in the tenth grade of MAN 1 Ponorogo. The researcher concentrate on MAN 1 Ponorogo tenth grade students.

C. Statement of the problem

Based on the problem identification in this study, the researcher formulates the problem as follows:

Is there any correlation between students' reading motivation and english achievement at the tenth grade of MAN 1 ponorogo ?

D. Objective of the research

The objective of this research is to find out the correlation between students' reading motivation and english achievement at the tenth grade of MAN 1 Ponorogo.

E. Significance of the research

This study provides some useful information about students' English achievement and reading motivation. Hopefully the results of this research are useful for:

1. Theoretical significance

This research is expected to contribute knowledge to find out more about reading motivation and its correlation with students' English achievement.

2. Empirical significance

a. For teachers

It provides knowledge to all teachers about the importance of reading motivation in teaching languages.

b. For students

The results of this study are expected to provide benefits for students in order to obtain good learning outcomes.

c. For readers

This research is expected to contribute to readers who are interested in learning English teaching and this research can be a reference related to the relationship between reading motivation and English achievement.

F. Organization of the research

The researcher writes this thesis in five chapters. They are:

CHAPTER I Introduction includes a background of the study, Identification and limitations of the study, statement of the problems, objectives of the study, significance of the study, and organization of the thesis.

CHAPTER II Review related literature contains theoretical background, previous research findings, theoretical framework, and Hypothesis.

CHAPTER III Research Methods contains research design, location and time of research, population and sample, operational definition of

research variables, research instrument, data collection technique, and data analysis technique

CHAPTER IV Research Results contain description statistics, test for the instrument, inferential statistics, statistics test, and discussion.

CHAPTER V Conclusions and Suggestions present interpretation and meaning the author on the results of the analysis of research findings.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Motivation

a. Definition motivation

According to Tansky, the term motivation is derived from the Latin word movere, which means "to move." Motivation in this context refers to the process that arouses, energizes, directs, and sustains behavior and performance. That is, it is the process of motivating people to take action and complete a task. In brief, a person is motivated when he or she desires to do something.[7] In conclusion, motivation will encourage someone to make efforts to achieve goals.

Cambria and Guthrie define motivation as "interest, dedication, and confidence." A motivated student reads because he enjoys it; a committed student reads because he believes it is important; and a self-assured student reads because he believes he can do it.[8] So, students are encouraged to read because they are motivated and have an inner desire to read.

From some of the opinions above, it can be concluded that motivation can move students' interest in carrying out activities. With motivation, someone will enjoy doing their activities.

b. Types of motivation

Motivation is divided into two categories, there are internal and external. Intrinsic motivation is a type of motivation that arises from within a person. Intrinsic motivation encourages students to learn without

---

[7] Orhan Cinar, et al, "A Motivation Study on the Effectiveness of Intrinsic and Extrinsic Factors," *Economic and Management* (Turkey: 2011), 690

[8] Saniago Dakhi, et al, " Students' Motivation in Reading English Text: A Qualitative Study in EFL Context," *Journal of English Teaching* (Universitas Kristen Indonesia : 2018), 82.

being rewarded because these needs are innate and based on their desires. Personal satisfaction and a sense of accomplishment, for example, are two examples of intrinsic motivation. Intrinsic motivation indicators, such as interests, aspirations, and abilities, directly affect student learning behavior, which includes the habit of participating in learning, reading books, visiting the library, preparing for exams, and searching the internet.[9] So, intrinsic motivation is the motivation that comes from within oneself based on one's interests and desires without expecting anything in return.

According to Harter, intrinsic motivation is a natural drive to seek and face new challenges from within the human body. This motivation is important for students to achieve their learning goals. It's the same with learning English. Students are encouraged to be able to go beyond it because they need English language skills for their future, such as getting the desired job.[10] So, intrinsic motivation is very important for students to build enthusiasm in achieving their learning goals.

From the above opinion, intrinsic motivation is a natural drive from within a person without expecting anything in return for what they do. Students who have intrinsic motivation enjoy doing their activities because there is no compulsion to do so.

Extrinsic motivation is the type of motivation that refers to external factors such as bonuses, social approval, praise, and appreciation. According to Harmer, extrinsic motivation is caused by various external factors such as financial rewards, the need to pass exams, or potential

---

[9] Saniago Dakhi, et al, " Students' Motivation in Reading English Text: A Qualitative Study in EFL Context," *Journal of English Teaching* (Universitas Kristen Indonesia : 2018), 82.

[10] Jacob Filgona, et al, "Motivation in learning," dalam *Asian Journal of Education and Social Studies*. (Adama: AJESS, 2020), 18.

future grades. Extrinsic motivation is a stimulus that comes from outside the learner and encourages someone to participate in the learning process. Extrinsic motivation encourages effort and performance and provides a positive force in acting. The downside of this extrinsic motivation is that it doesn't last long. After the reward or punishment is removed, they lose motivation.[11] So, extrinsic motivation is an external factor that encourages to do something for the sake of reward or avoid punishment.

So, motivation is divided into two types, namely intrinsic and extrinsic motivation. From some of the explanations above, intrinsic motivation has a more positive and lasting effect because there is no pressure from outside. In contrast to external motivation, this motivation will disappear if they have received a reward or have managed to avoid punishment.

c. **Concept of motivation**

Motivation is what drives a person's desire to learn, act, understand, believe, or acquire a skill. Motivation can also be defined as an encouragement to do something in order to obtain satisfaction. A learner wishes to learn to read and count so that not taken advantage of when goes shopping.

According to Rodicio, motivation is not a physical feature that can be directly observed. When faced with a challenge, motivation can be seen in how much effort is expended. Motivation is defined as an individual state that is influenced by various factors such as beliefs, interests, goals, and wishes that require students to exert effort.[12] So, the presence or absence of a person's motivation can be seen from how much effort is made to face challenges.

---

[11] Jacob Filgona et al, "Motivation in learning," dalam *Asian Journal of Education and Social Studies*. (Adama: AJESS, 2020), 22.

[12] Ibid, 20.

Motivation, according to Bhatia, is a stimulus or action for a specific goal where there was previously little or no attraction to that goal. This motivation can be used to activate or energise someone toward a goal.[13] According to the definition, motivation is one of the influential driving factors in teaching and learning situations that encourage students to strive to achieve their objectives.

In conclusion, motivation arises because of the attraction to do something to get pleasure. With motivation, a person will continue to be driven to achieve his goals

d. Importance of Motivation in learning

Motivation can increase the work speed of a learner to achieve goals. When someone is not well motivated, the student learns very little because has difficulty even thinking that studying is not necessary. As a result, motivation provides the effort and energy required by the learner to complete the task. This leads students to think positively when they are studying. Motivation directs one's attention and energy toward the activity or knowledge to be acquired. Motivation determines whether a student enthusiastically or unenthusiastically pursue a task (even if it is difficult).

Motivating learning helps students focus on what they are doing and thus gain satisfaction. Continuous motivation is needed to help students stay focused on the lessons to be learned. When someone is motivated, students come up with some ideas that they can develop so that they satisfied. It is important to study student motivation in education. When a learner is able to recognize the need and desire to learn, they are classified as the best learner. This is achieved through motivation. Motivation

---
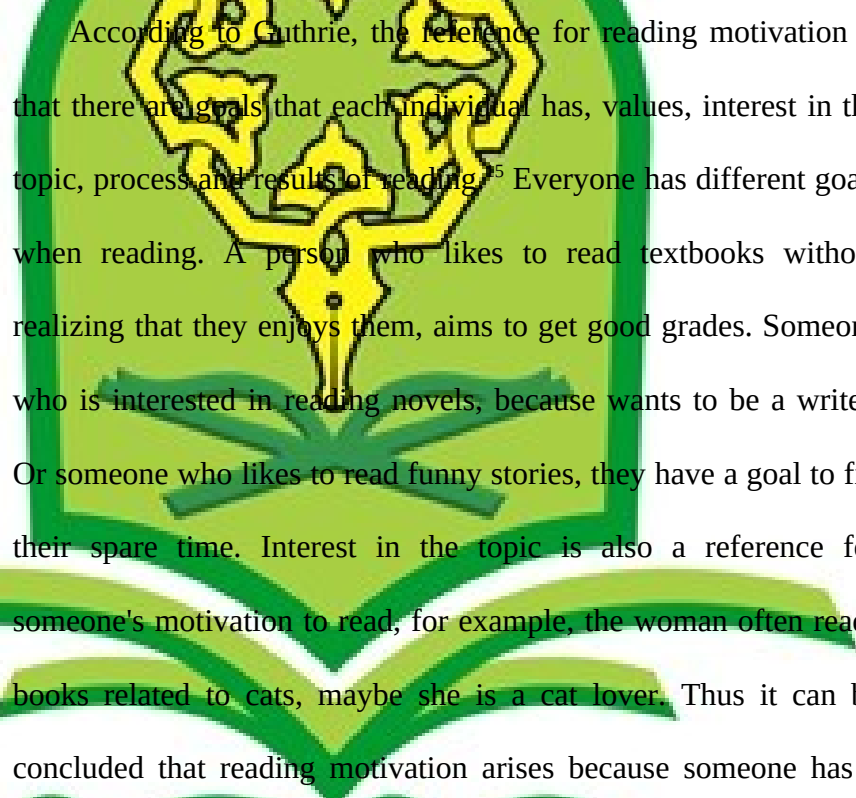
[13] Jacob Filgona et al, "Motivation in learning," dalam *Asian Journal of Education and Social Studies*. (Adama: AJESS, 2020), 22.

encourages students to think, concentrate, and study more effectively. Motivation improves learning performance.[14]

In short, motivation in learning helps students focus more on the goals they want to achieve. Motivation helps increase students' work speed when facing challenges. The existence of learning motivation encourages students to be more enthusiastic about learning.

2. **Reading Motivation**

   a. **Definition**

   According to Guthrie, the reference for reading motivation is that there are goals that each individual has, values, interest in the topic, process and results of reading.[15] Everyone has different goals when reading. A person who likes to read textbooks without realizing that they enjoys them, aims to get good grades. Someone who is interested in reading novels, because wants to be a writer. Or someone who likes to read funny stories, they have a goal to fill their spare time. Interest in the topic is also a reference for someone's motivation to read, for example, the woman often reads books related to cats, maybe she is a cat lover. Thus it can be concluded that reading motivation arises because someone has a purpose for what they has read because it has value and interest for readers so that after reading they get results in accordance with their goals for reading.

   Reading motivation results in reading engagement that drives achievement, this is stated by Guthrie & Klauda.[16] Students who set

   ---
   [14] Ibid, 26.
   [15] Ana Taboada Barber, et al, "How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications" dalam *Policy Insights from the Behavioral and Brain Sciences* (USA: SAGE, 2020), 28.
   [16] Ibid, 28

their reading goals, appreciate every reading, have confidence when reading, then totality in reading activities. Consistent reading engagement can develop students' cognitive abilities. From this it can be concluded that reading engagement due to motivational encouragement can improve cognitive abilities so that it is directly proportional to student achievement.

According to Hairul, Ahmadi and Pourhossein, reading motivation directs students to have a positive or negative perspective on what they read.[17] For example, students use strategies while reading and find pleasure in reading. Students with this perspective consider reading as an important activity in their daily lives. Accepting any challenge while reading is a characteristics of a successful reader. It can be concluded that our perspective on reading becomes an important booster to be interested in reading.

Winne stated that the ideal reader is a reader who has competence and thinks that reading is something of value and practical importance. This is reinforced by Gambrell's opinion that readers who have an intrinsic motivation to read enjoy and be happy when interacting with the text.[18] From this statement, it can be concluded that they want to read not because they are told but because they want to.

---

[17] Mohammad Reza Ahmadi, "The relationship between students' reading motivation and reading comprehension," *Journal of Education and practice* (Malaysia: 2013), 10.
[18] Rahmi Aulia et al, "Students' Reading Motivation, Reading Achievement and Parents' Economic Status"

According to Wang and Guthrie, two factors can influence reading motivation namely intrinsic and extrinsic motivation.[19] These two motivations have far different impacts. Some experts say that extrinsic motivation has a negative impact because it focuses on the reward get so that this motivation do not work over the long term. To measure students' reading motivation, it can be measured using a questionnaire modeled by Guthrie.

Intrinsic motivation can be seen from interest in reading and how to enjoy it. Students who are intrinsically motivated to read get satisfaction from the ideas contained in the reading in addition to fulfil the needs of personal interest, namely to learn the topic of reading. Thus it can be concluded that students who are intrinsically motivated continue to try to involve themselves in reading and encourage students to read without reward even in a state of understanding difficult reading.

Extrinsic motivation is usually based on values, recognition, and praise from others. Extrinsically motivated students tend to share what they read with other students, and have the intention to outperform other students in order to make their parents happy. Houghton added that extrinsic motivation can negatively affect reading achievement. In conclusion, extrinsic motivation is motivation that arises due to external influences.

From some of the explanations above, it can be concluded that reading motivation arises because of the urge to achieve the goals to be achieved by individuals. Motivation to read itself is

---

[19] Toni Indrayadi, "Indonesian EFL Learners' Reading Motivation," *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5 (IAIN Kerinci: IJELTAL, 2021), 2.

influenced by intrinsic and extrinsic factors. Between these two factors, the intrinsic factor has a more positive and lasting effect.

b.   Problems Related on reading

Reading comprehension problems have long been a popular problem in teaching and learning English. Several studies show that most English learners often have difficulty understanding English texts. According to Grabe, this can happen because first, they are probably not interested in reading because it requires them to work hard to comprehend it. Second, studies identify several common issues in the EFL reading classroom, including a lack of vocabulary, difficulties understanding linguistic complexity, including lexical and syntactic knowledge, language inaccessibility, poor reading skills, and a lack of schemata.[20] So, the problems experienced by EFL students occur because English is not their first language so they have to practice often in order to adapt to a second language.

These issues can be found in a variety of contexts. For example, students may struggle to distinguish between different meanings of the same word. According to Nuttal, complex noun groups, nominalizations, co-ordinating conjunctions, participial phrases, and prepositional phrases are the root of many reading comprehension problems because they make texts more complex and difficult for students to understand.[21] The problem that often

---

[20] Usman Kasim et al, *"EFL Students' Reading comprehension problems: linguistic and non linguistic complexities,"* English Education Journal (EEJ), 8 (July, 2017), 311.

[21] Usman Kasim et al, *"EFL Students' Reading comprehension problems: linguistic and non linguistic complexities,"* English Education Journal (EEJ), 8 (July, 2017), 311.

arises is that students only know one meaning in a sentence and do not get the full meaning so they take it literally.

In other cases, a reader may not understand a text because they are unfamiliar with what they are reading. According to Goodman, even the best readers frequently struggle to connect what they already know before reading something.[22] Based on the description above, the ability to read a good understanding not be achieved optimally if students do not have the motivation to learn.

From some of the problems that arise above can be overcome by getting used to diligently reading. Reading is a window to the world. By reading often, the problems of linguistics, vocabulary, and understanding can be resolved.

3. English Achievement

Achievement is something accomplished, especially by superior ability, special effort, great courage etc. According to Djamaroh achievement is an activity that has been done, created either individually or in groups.[23] Learning achievement is a learning result that has been achieved after going through the learning process. This achievement is shown through the value given by the teacher to students for having studied the subject. In conclusion, achievement is a collection of final results from a project that has been completed.

Jamaro also claimed that achievement is the result of a learning activity expressed in the form of numbers, letters, and sentences that

---

[22]Ibid, 312

[23] Ahmad Syafi'I et al, "Studi Tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Factor yang mempengaruhi," *Journal Komunikasi Pendidikan* 2, (Juli, 2018), 117.

indicate student outcomes.[24] This achievement is obtained from the thinking process carried out by students in understanding and deepening an ability so as to get results. The conclusion is that achievement is an activity carried out by a person to achieve the results of his knowledge in the cognitive, affective, and psychomotor domains.

The learning achievement that students have achieved is the result of the interaction of various factors, both internal and external factors. According to Ahmadi & Supriyono, the two factors are classified in detail, including:

1. Internal Factor
   a. Physical factors (physiology) such as eyesight, hearing, body structure and others.
   b. Psychological Factors. This factor is divided into two, namely the intellectual factor which includes intelligence, talent and skills that have been possessed. And non-intellectual factors include personal characteristics like attitudes, habits, interests, needs, motivations, and emotions.
   c. Factors of physical or psychological maturity.
2. External Factors
   a. Social factors such as family environment, school environment, community environment and group environment.
   b. Cultural factors such as customs, science, technology and the arts.

---

[24] Ibid, 118

c. Physical environmental factors such as home facilities, learning facilities and climate.

Slameto argues that there are several types of factors that affect achievement, but classified them into two types:

1. Internal factors include health factors, psychological factors, body defects, intelligence, attention, interests, talents, motives, maturity, and readiness.

2. External factors

a. Family environment. The family environment is the most important and the first in the learning process. The family has a large influence on learning achievement, for example, how parents educate their children, member of the family relationships, the atmosphere at home, the family's economic situation, understanding and attention from parents.

b. School Condition. It is a setting in which students learn in a systematic manner. This condition includes the teaching method, the curriculum used, the teacher-student relationship, the teacher-student relationship, school discipline, learning tools, learning methods, and school facilities.

c. Community Condition. Experts that can influence students are activities in the community, friends, neighbors so a positive environment is required to support student learning..[25]

---

[25]Ahmad Syafi'I et al, "Studi Tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Factor yang mempengaruhi," *Journal Komunikasi Pendidikan* 2, (Juli, 2018), 120-122.

From the various factors that influence learning achievement, it can be concluded that the two interact directly or indirectly in the learning process to achieve student achievement.

3. **Techniques for Compiling and Implementing Learning Outcome Tests**

a. **Test Technique**

According to Slameto, A learning outcomes test is a set of questions or tasks that students must complete in order to measure their learning progress.[26] In conclusion, a test is a tool designed to measure ability, expertise, or knowledge. Various kinds of assessment.

1. Formative

Formative evaluation occurs at the end of each discussion of a subject and is used to determine the extent to which a learning process has occurred. This evaluation employs tests as part of the ongoing learning process to provide students and teachers with information about their progress. This assessment is designed to determine the extent to which students have mastered the subject's material.

2. Summative

Summative evaluation is performed at the end of a unit of time that includes more than one subject and is intended to determine how students have been able to progress from one unit to the next. This evaluation employs a test administered at the end of a specific teaching period that includes some or all of the units of

---

[26] Slameto, *Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2001), 30.

study taught in one semester, even after the discussion of a field of study is completed.

3. Diagnostics

Diagnostic evaluation is an evaluation that is used to find out the strengths and weaknesses that exist in students so that they can be given the right treatment. Diagnostic evaluation can be done in several stages, both at the initial stage, during the process, and at the end of learning.

So the learning outcomes test is used to measure students' ability to understand how far the understanding has been received. There are various scoring techniques, namely formative, summative and diagnostic. Formative assessment is carried out after the teacher gives the material. A summative assessment is provided at the end of each learning period. And diagnostic assessment aims to evaluate learning.

b. **Non-Test Techniques**

This technique is done without testing the students. This technique is done by making observations, distributing questionnaires, and examining or researching documents. Observation is a method of collecting data through direct observation in the field or research location. Through observation we can get a picture of social life that is difficult to know by other methods. In general, what is meant by an interview is a way of collecting information which is carried out by conducting oral questions and answers unilaterally, face to face, and with predetermined directions and goals. With the interview can obtain a

more complete and in-depth assessment results. Questionnaire is the collection of data as material for assessing learning outcomes, which is much more practical, saving time and effort. So, this non-test technique can be done by making observations, distributing questionnaires and interviews, and researching documents without testing students.

c. **Test Function**

In accordance with the above understanding, the assessment functions as:

a. Tool to determine whether or not the learning objectives have been achieved.

b. Feedback for the improvement of the teaching and learning process in terms of instructional objectives, student learning activities, and strategies used by teachers.

c. Materials for compiling reports on student learning progress to their parents.

B. **Previous Research findings**

There are numerous theoretical models developed by previous researchers that can be used to assess the effectiveness of an information system. Of course, different situations, conditions, and goals result in various variations in research. The researcher try to compare, complement, and become reference sources by reviewing previous research.

The first is a study entitled "The Correlation Between Students' Motivation in Online Learning and Their Reading Comprehension of the Eighth Graders At SMPN 4 Ponorogo" which was conducted by Dian Ayu Putri Assary, an English education student at IAIN Ponorogo, conducted a

study titled The Correlation Between Students' Motivation in Online Learning and Their Reading Comprehension of the Eighth Graders At SMPN 4 Ponorogo. This study examined the relationships between students' motivation in online learning and their reading comprehension. This study uses the quantitative approach. A questionnaire and a reading comprehension test are used to collect data. The research used the product-moment Pearson formula as her data analysis technique to analyze the data. According to the findings of this study, there is a strong enough relationship between students' motivation in online learning and their reading comprehension. This research is quantitative research. The similarity with previous research is to examine the relationship between motivation and reading ability. The difference is that previous studies analyzed students' motivation during online learning on reading comprehension, while this study focused more on reading motivation on students' English achievement.

Second, the research conducted by Frida Nur Fitriana, a student from Sebelas Maret University in Surakarta, entitled "The relationship between learning motivation and vocabulary mastery with reading competence of second-grade students of SMP Negeri 4 Surakarta in the 2011-2012 school year". Data obtained from questionnaires and reading tests were analyzed using simple correlation and multiple linear regression. The result of this research is that there is a significant positive correlation between students' motivation and reading. This means that vocabulary or reading follow the rise or fall of learning motivation. It also means that students' learning motivation contributes to their reading competence. The similarity with this research is that they discuss motivation and achievement. The difference

with this research is the subject and object of study and the research objectives.

Third, the research conducted by Eti Suryani, an English education student from IAIN Ponorogo, entitled the relationship between motivation and English learning achievement of seventh-grade students of MTs Darul Huda Ponorogo. This study focuses on the relationship between student motivation and learning achievement. From the analysis results above, the authors conclude that there is a relationship between student motivation and learning achievement in English. This study aims to determine student motivation, students' English learning achievement, and the relationship between student motivation and English learning achievement of class VII V students of class VII MTs Darul Huda Ponorogo. The results of the analysis above, the authors conclude that there is a relationship between student motivation and learning achievement in English. The similarity with this research is the same as researching motivation and students' English achievement. However, what distinguishes this research is that researchers focus more on reading motivation, which is far different in terms of indicators used. And in terms of objects and subjects studied are also different.

Based on the research review above, this study has several similarities and differences with the previous four studies. Although they have the same theme regarding motivation, this study discuss a more specific motivation, namely students' reading motivation. The researcher also take a different place. As a result, the researcher claims that this research has not been conducted by other researchers.

C. **Theoretical Framework**

Students who have high reading motivation more easily understand the contents of the reading. This can make it easier for students to build their achievements. On the other hand, students who lack motivation in reading find it difficult to understand the text. This is due to the lack of vocabulary that students have. Thus, student learning achievement is not optimal.

Reading motivation is one of the factors that affect student achievement. Reading motivation has a big role that can move students' interest in reading and spend their free time enjoying reading. The more students read, the more they increase their vocabulary and understanding of the language structure in a reading.

This study has two variables, namely:

1. Independent variable : Students' Reading Motivation (X)

2. Dependent variable : Students English Achievement (Y).

To sum up, it is assumed that there is a correlation between students' reading motivation and their English achievement.

D. Hypothesis

Based on the theoretical background and theoretical framework, the hypotheses proposed in this study are:

1. Null Hypothesis (Ho)

   There is no significant correlation between reading motivation and English achievement at the tenth grade students' of MAN 1 Ponorogo.

2. Alternative Hypothesis (Ha)

   There is a significant correlation between reading motivation and English achievement at the tenth grade students' of MAN 1 Ponorogo.

CHAPTER III

RESEARCH METHODS

A. Research Design

Creswell defines Research Design as a detailed research plan that includes steps such as data collection, analysis, and interpretation.[27] It contains the methods used by the researcher and the direction of his research path. The determination of this research design is based on the objectives and hypotheses that the researcher has designed. So, it can be concluded that research design is a strategy used by the researcher to combine research elements systematically. The aim is to investigate if there is a relationship between students' reading motivation and their English achievement.

1. Research Approach

The research approach used in this study is quantitative. Creswell stated that quantitative research is used to test the objectivity of the theory with the relationship between the variables contained in the study. Variables have characteristics and properties that can be analyze using research instruments so the data can be processed using statistical procedures..[28] It is possible to conclude that quantitative research is used to test the authenticity of theories that are analyzed systematically using data in the form of numbers.

2. Types of Research

This research applied quantitative methods, especially correlational research methods. According to Creswell, correlational design is a non-experimental study in which the researcher use correlation statistics to measure the relationship between two or more variables. [29] To summarize, the

---

[27] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: SAGE, 2014), 31
[28] Ibid, 32.
[29] Ibid, 41

correlational approach is one of the many research processes whose purpose is to detect the extent of the relationship between the two variables.. So, the researcher uses a correlational design because it follows the objectives of the study.

B. **Location and Time of Research**

1. **History of MAN 1 Ponorogo**

   Madrasah Aliyah Negeri 1 Ponorogo with National School Principal Number 20584489 Madrasah Statistics Number 311350217031 has the status of a State Madrasah, since 1981 it has been a relocation from MAN Ngawi. Madrasah Aliyah Negeri 1 Ponorogo has a land area of 13,451 M2 in a low-lying urban area, allowing for future madrasa development. MAN 1 Ponorogo currently has 22 study groups with 654 students ranging from class X to class XII.

2. **The Geographical Location of MAN 1 Ponorogo**

   Jl. Arief Rahman Hakim 02, Kertosari, Babadan, Ponorogo is the address of MAN 1 Ponorogo. Mr. Agung Drajatmono, M.Pd. is the principal of MAN 1 Ponorogo

3. **Vision and Mission of MAN 1 Ponorogo**

   a. **Vision**

      Environmental care

      1). Insight on the environment and life

      2). Preserving the environment with care

      Religious

      1). Religious insight, rahmatan lil Alamin

      2). Practice religion with faith and purity

      Science

1). Achievement in natural and social sciences

2). Apply knowledge in life

Technopreneur

1). Technology in the face of the industrial revolution

2). Applying technology in independent business

Innovative

1). Strive hard to make changes

2). Carry out the update with awareness

b. Mission

Organizing education and learning that is environmentally sound, religious, oriented to science and technology and strives to innovate in various fields through the application of participatory management based on the concept of School-Based Management by:

1) Organizing education and learning that is insightful and cares about the madrasa and community environments.

2). Organizing Islamic education and learning by encouraging and increasing the practice of Islamic teachings through intensive worship and religious activities.

3). Organizing technology-based skill learning to improve science and technology mastery and encourage students to use technology in entrepreneurship.

4). Organizing Information Technology-based learning and madrasa management.

5). Organizing innovative learning and education to improve academic and non-academic achievements.

4. Time of Research

The research time starts from 21ᵗʰ February until 11ᵗʰ March 2022.

C. Population

The researcher must know the population to be studied. The population is the total number of groups from which the researcher conclude. In this study, the researcher focused on tenth-grade Religion. There are two classes in the tenth-grade religion. Class ten religion 1 consists of 30 students comprised of 24 males and 6 females. Class ten religion 2 consists of 20 students consisting of 2 males and 18 females. The researcher took all the population in the tenth-grade religion with a total population of 50 students.

D. Operational Definition of Research Variables

A Variable is a characteristic or condition observed, controlled, and manipulated by the researcher. Variables are the main components of a study. So it can be concluded that if there are no variables, then there is no research. Variables are classified into two kinds namely dependent and independent variables. The independent variable is the active variable that, if manipulated, affects the other variables. On the other hand, the dependent variable is a variable that is influenced by the independent variable. This research has two variables, those are:

1. Reading Motivation is an independent variable (X)
2. English achievement as dependent variable (Y)

E. Research Instrument

Instruments are tools used by the researcher to collect information related to research. Specifically, there are two instruments used by the researcher in this study, namely:

1. Questionnaire

   The researcher use questionnaires to determine students' reading motivation based on their perceptions. Thus, the researcher can find out their reading motivation scores through several questions.

2. Documentation

   Scores of student learning achievement are obtained from tests that the teacher has done. The score obtained is a combination of daily grades, project grades, and end-of-semester assessments that have been averaged.

Table 3.1
The Instrumen of Data Collection

Title	Variable	Indicator	No. Item of Instrument	Technique
The correlation between students' reading motivation and English achievement at the tenth grade of MAN 1 Ponorogo	Independent variable : students' reading motivation	Intrinsic Motivation: Curiosity Involvement Challenge Extrinsic Motivation: Recognition Grades Social Competition Compliance.	5 8,10 11, 12, 15 18,19,20 21,22,24,25 26,288,29,30 31,33,34,35,36 37,39	Questionnaire
	Dependent variable : students English achievement	English value		Documentation

F. Data Collection Technique

Firstly, the researcher consulted the headmaster of MAN 1 Ponorogo and asked permission to conduct the questionnaire on the selected students of the ten grade. Questionnaires are distributed to students through the online platform google form. The researcher sent a questionnaire via WhatsApp to the class leader, then shared it with the class group to be filled in by students. Students are given 30 minutes to answer the 25 questions in the questionnaire.

The researcher also take documentation as secondary data used to maximize this research. Documentation is taken when the researcher takes the English achievement data and answers the questionnaire. When looking for information about school profiles, the researcher also use documentation as material for writing a thesis.

A questionnaire is a form used in the survey design that is filled out and returned to the researcher by the research participants. Participants respond to questions by selecting answers and providing information according to their own opinion.[30] The questionnaire used by the researcher came from the Reading Motivation Questionnaire (MRQ) from Guthrie and Wang. A closed-ended question is a type of this survey question. Thus, respondents' answers are limited to a series of questions given by the researcher. The outcome for the Likert Scale is limited, such as :

Very agree = 5

Agree = 4

Neutral = 3

Disagree = 2

Very Disagree = 1

---

[30] John W. Creswell, *Educational Research planning, Conducting and Evaluating Quantitative and Qualitative Research,* (USA : Boston, 2012), 382

Documentation is a method of obtaining data information in the form of books, archives, written numbers and pictures, and documents in the form of reports that can be used to support research. This documentation is used to take photographs when students take the test. Documentation is also done to find information about school profiles and English achievement. Learning outcomes are changes that occur after the learning process in terms of affective, cognitive, and psychomotor, which results in numbers or values. Students' English learning outcomes are taken from a combination of several values, namely:

1. Daily Grades

Daily grades are the basic of daily assignments and daily tests. Daily tasks were taken from homework, observations, independent projects, and group assignments. Daily tests are carried out after completing one or more basic competencies. The teacher's purpose of holding daily trials is to unite students' progress after the learning process of 1 or more basic competencies. The teacher also makes repairs and enrichments as a form of improvement for students who not achieve completeness on the predetermined primary competence computer. The daily test material includes indicators that the subject teacher has determined. The daily test of basic competence prayer includes KD 3.1 and 3.2

2. Project Value

In this case, students are asked to practice the material that has been taught to them. This event aims to find out students' knowledge, knowledge, and skills. In this assessment, the teacher asks students to practice self-introduction through video media for a minimum of 1 minute.

3. End of Semester Assessment
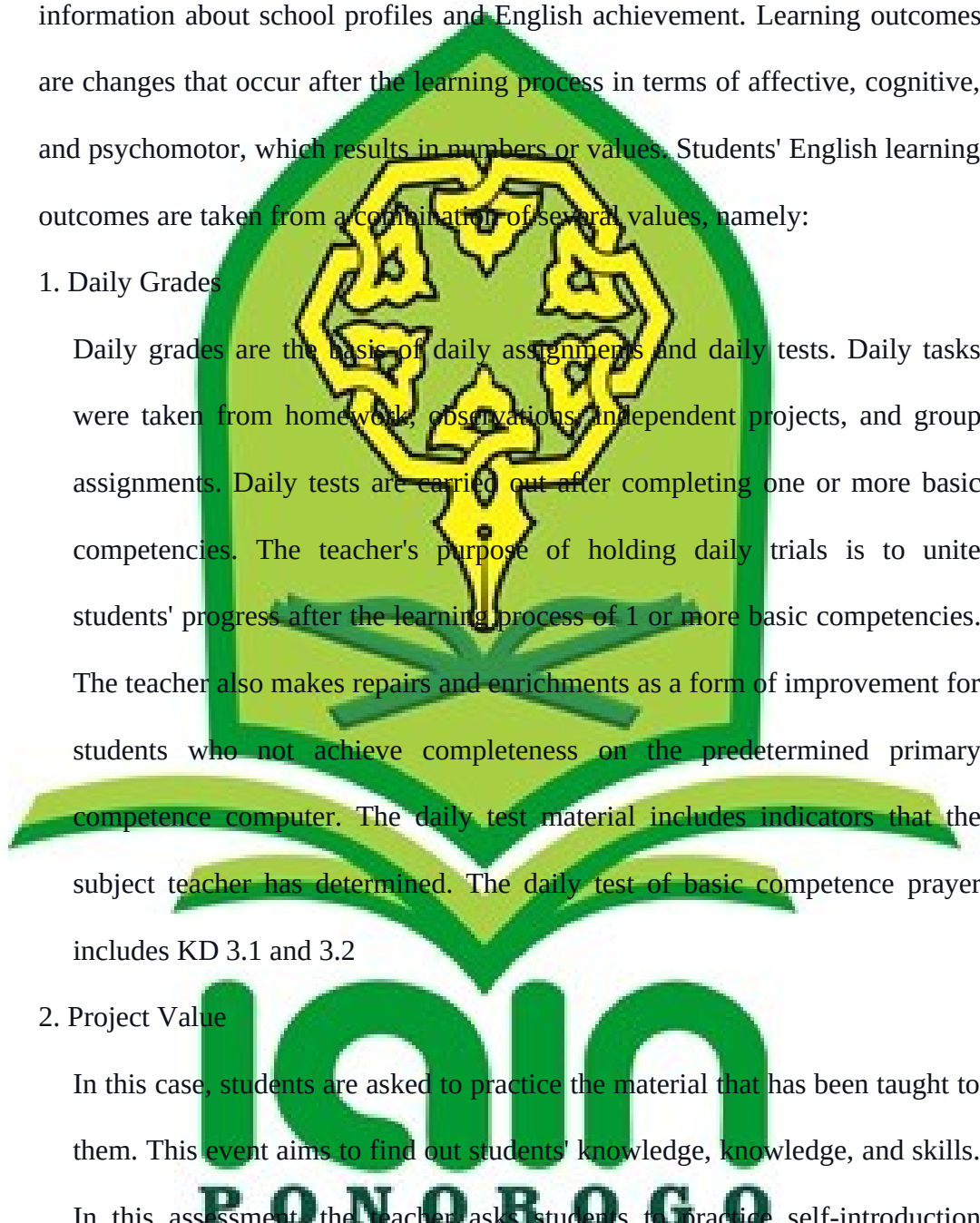
The questions tested in the final semester assessment are 35 points, the teacher gives 90 minutes to complete the questions. The form of questions used is multiple choice which is presented using Boom media. There are five basic components in the questions, namely:

3.1 Depending on the context, applying social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to identity and family relationships. (Remember the linguistic elements of pronouns: subjective, objective, and possessive.)

3.2 Using social functions, text structure, and linguistic elements from oral and written interpersonal interaction texts that involve the act of congratulating and praising wings (extended) and responding to them, depending on the context.

3.3 Using the social functions, text structures, and linguistic elements of spoken and written transactional interaction texts entails providing and receiving information about the intention to act/activity, depending on its use. (Take note of the linguistic element by going.).

3.4 Differentiating social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information about tourist attractions and famous historical buildings in a short and straightforward manner.

3.5 Differentiating the social functions, text structures, and linguistic elements of several distinct texts in the form of announcements by providing and requesting information about school activities.

G. Data Analysis Technique

The researcher rely on statistical analysis (mathematical analysis) of data in quantitative research, usually in numerical form. The data obtained through research is empirical data that has criteria, namely:

1. **Validity**

Blumberg defines validity as how an instrument measures what it wants to measure.[31] Valid shows the accuracy between the data that occurs on the object and the data reported by the researcher. Automatically accurate data must be reliable. The researcher used SPSS to calculate the validity of the data from the questionnaire. The statistical test used to test the variable is the product-moment correlation. The result can be seen in appendix 1.

a. **Pearson Product Moment Validity Test**

One of the parametrics used to determine the validity or suitability of the questionnaire used by the researcher in measuring and obtaining research data from respondents is the validity test. From the data (see appendix 1), it can be seen that there are 32 valid items and 8 invalid items.

2. **Reliability**

According to Blumberg, validity is reliability which refers to a consistent measurement with the same value.[32] Reliable relates to the consistency of data within a specific time interval. Cronbach's alpha test to see whether the questions from the questionnaire using the Likert scale are reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.905	40

a. **Cronbach Alpha Reliability Test**

---

[31] Haradhan Kumar Mohajan,"Two criteria for good measurements in Research : validity and reliability," (Bangladesh, 2017), 70.

[32] Haradhan Kumar Mohajan,"Two criteria for good measurements in Research : validity and reliability," (Bangladesh, 2017), 67.

This reliability test aims to see whether the questionnaire has consistency if the measurements made by the questionnaire are repeated. The basis for taking the Cronbach Alpha Reliability Test:

The questionnaire is said to be reliable if the Cronbach alpha value > 0.6. The data above shows that the output of Cronbach's alpha of 0.905 means 0.905 > 0.6 so, the data has met the reliable requirements.

3. **Assessing two variables**

One of several correlation tests used to determine the relationship between two variables on an interval scale is the Pearson product-moment test. This test return the correlation coefficient value -1, 0, or 1. A value of -1 indicates that there is a negative correlation. A value of 0 indicates no correlation, while a value of 1 indicates a perfect positive correlation. The researcher used this technique to determine the relationship between students' motivation and reading skills for first-grade students at MAN 1 Ponorogo.

CHAPTER IV

RESEARCH RESULT

A. Description Statistics

A statistical description presents data using graphs, tables, or diagrams to make the data easier to read and understand so that the data presented looks more communicative. Descriptive statistics describe data into clear information by providing an overview of the relationship between the variables studied, namely reading motivation and student achievement. Descriptive statistics are a general description of each variable as seen from the average, minimum, maximum, sum, and standard deviation. This average is calculated by adding the data from all study participants and dividing it by the number of participants. Minimum is the smallest value of a series of observations. Maximum is the most considerable value of a series of statements. The standard deviation or the size of the distribution of this data is a statistical value used by the researcher to determine how close the sample is to the average data obtained from the root of the square root of the variance.

The researcher also explain the outcomes of data calculations based on each variable. In other words, it defines reading motivation (X) as an independent variable and English achievement (Y) as a dependent variable in a table form. To measure two variables, the researcher used data collection techniques such as questionnaire and conducting achievement tests.

1. Students' reading motivation

Through a questionnaire, the researcher obtained data about students' reading motivation. Reading motivation was measured by a reading motivation scale adapted from experts, namely Wang and Guthrie entitled *"Motivation for Reading Questionnaire"*. The questionnaire distributed consisted of 24

statements. The researcher used a 5-point Likert scale shown in appendix 2. The scores obtained from distributing the questionnaires can be seen in appendix 3.

Table 4.1

Statistics of students' reading motivation

Reading Motivation		
N	Valid	50
	Missing	0
Mean		85.38
Median		85.00
Std. Deviation		13.251
Variance		175.587
Range		62
Minimum		56
Maximum		118
Sum		4269

Based on the calculations in the table above, it is possible to know that the number of research subject was 50 people. This is the total of the entire population used in the study. The total score of 50 respondents is 4269. Reading motivation either has a a lowest (minimum) output of 56 and a highest (maximum) output of 118. Reading motivation is 85.38 on average. The standard deviation is 13,251 points. The analysis indicate that the standard deviation is much less than the average value. This means that the data was distributed evenly.

The researcher categorizes the students' score limits into three groups: low, medium, and high. There are no specific guidelines about the number of categories to use. However, researchers can modify the criteria according to their needs as long as they are logical and proportional. Azwar made the guide

formula for measuring results into three categories as an expert measurement. A more detailed analysis of students' reading motivation was explained as follows.

Table 4.2

Category of students' reading motivation

Category	Formula	F	Percent
Low	X < M – 1. SD X < 72.129 (72 rounded)	6	12 %
Medium	M – 1.SD ≤ X < M + 1.SD 72 ≤ X < 98.631 (99 rounded)	37	74 %
High	X ≥ M + 1.SD X ≥ 98.631 (99 rounded)	7	14 %
	Total	50	100 %

From the data above, students' reading motivation was classified into 3 categories, namely:

a. Six students who got a reading motivation score of less than 72 were in a low category and had a percentage of 12%.

b. Thirty-seven students who got a reading motivation score between 72 and 98 were included in the medium category and had a percentage of 74%.

c. Seven students who got a reading motivation score of more than or equal to 99 were in the high category and had a percentage of 14%.

2. **Student's English Achievement**

In this study, students' English achievement is the dependent variable (Y). the researcher used odd semester scores made by the teacher to determine students' English achievement. This English achievement combines daily grades, project grades, and mid-term grades averaged. The following is the student's English achievement score for one semester:

Table 4.3

Statistics of students' English achievement

English Achievement		
N	Valid	50
	Missing	0
Mean		85.36
Median		85.50
Std. Deviation		1.411
Variance		1.990
Range		5
Minimum		83
Maximum		88
Sum		4268

The overall score of 50 respondents is 4268, according to the table above. The lower (minimum) English achievement score obtained by students is 83, and the highest (maximum) English achievement score achieved by students is 88. And according to data reported above, the average academic score of students is 85.36. The standard deviation is 1.411, clearly showing that the mean score is greater than the standard deviation. Because the data deviation is low, the spread of the values was evenly distributed. A more detailed analysis of students' English achievement is explained as follows:

Table 4.4

Category of student's English achievement

Category	Formula	F	Percent
Low	$X < M - 1.SD$ $X < 83.94$ (84 rounded)	4	8 %
Medium	$M - 1.SD \leq X < M + 1.SD$ $84 \leq X < 86.71$ (87 rounded)	36	72 %
High	$X \geq Mean + 1.SD$ $X \geq 86.71$ (87 rounded)	10	20 %
Total		50	100 %

From the data above, students' English achievement was classified into 3 categories, namely:

a. Four students who got a reading motivation score of less than 84 were in a low category and had a percentage of 8 %.

b. Thirty-six students who got a reading motivation score between 84 and 87 were in the medium category and had a percentage of 72%.

c. Ten students who got a reading motivation score of more than or equal to 87 were in the high category and had a percentage of 20 %.

B. Test for Instruments

1. Validity

The product-moment correlation formula is used to deliver this calculation. The data analyzed came from the distribution of a questionnaire with 24 statements. After collecting data, the researcher conducted a validity test using Microsoft Excel, as shown in the table 4.6. The instrument's validity was defined using the following criteria if $r_{xy} > r_{table}$, the statement was considered valid. In contrast, the statement item is invalid if $r_{xy} < r_{table}$. The researcher used an r table with a significant level of a = 0.05 and a population of 50, so the r $_{table}$ was 0.279. validity results can be seen in appendix 5.

The results of the analysis show that 24 items that were tested using Microsoft Excel are declared valid because they met Carl Pearson's validation criteria namely, $r_{xy} > r_{table}$.

2. Reliability

The Cronbach Alpha formula was used to calculate the reliability test. A variable is good if the Crombach Alpha value > 0.60. The researcher used the SPSS 25 program to test the instrument's reliability. The outcomes are summarized in the table below.

Table 4.5
Reliability Statistics

Cronbach's Alpha	N of Items
.894	24

Cronbach's Alpha is 0.894 based on the above test. Because 0.894 > 0.60, it can be concluded that all of these items are reliable with very high-reliability criteria.

C. Inferential Statistics

Inferential statistics summarizes all of the methods used to analyze information and drawing conclusions from the total population.

1. Assumption test

a. Normality test

The normality test is a test carried out to check whether the research data used comes from a normally distributed population. To determine the regression equation between the two variables, the researcher used the Kolmogorov Smirnov normality test on the unstandardized residual value (RES 1). A good bivariate correlation model has a residual value that is normally distributed so that it is feasible to carry out statistical testing.

The basis for making decision can be seen in the significance column (Sig.). If the probability (Sig.) > 0.05, it means that the data is normally distributed. On the other hand, if the calculation results show a probability of < 0.05, it can be ascertained that the data is not normally

distributed. The table below presents the normality test results for reading motivation variables in relation to English achievement.

Table 4.6

One-sample Kolmogorov-Smirnov Test

		Unstandarized Residual
N		50
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	1.27418709
Most Extreme Differences	Absolute	.085
	Positive	.085
	Negative	-.069
Test Statistic		.085
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is normal

Depending on the results, the significance level is 0.200 > 0.050. As a result, it is possible to conclude that the residual value is normally distributed.

b. Linearity test

Linearity test is used to determine whether or not there is a linear relationship between two variables. In order to be included in correlation analysis, data must meet the requirements of linearity. The homogeneity achieved the following results:

Table 4.7

ANOVA Table

The results of the linearity

			Sum of Squares	df	Mean Square	F	Sig.
English achievement[*] Reading Motivation	Between groups	(Combined)	66.553	31	2.147	1.248	.316
		Linearity	17.966	1	17.966	10.443	.005
		Deviation from Linearity	48.587	30	1.620	.941	.570
	Within Groups		30.967	18	1.720		
	Total		97.520	49			

test which are presented in tabular form show that the significance is 0.570, and because the value of sig. 0.570 > 0.05 it can be conclude that the two variables have a significant linear relationship.

c. Homoscedasticity test

The homoscedasticity test aims to test errors in the statistical model to see whether the variation or diversity of errors is affected by other factors or not. The regression graph pattern shows how to detect the presence or absence of homoscedasticity in the data. Homoscedasticity occurs when there is no discernible pattern. And the dots on the Y-axis are distributed at random above and below the number 0. Below the results of the homoscedasticity test.
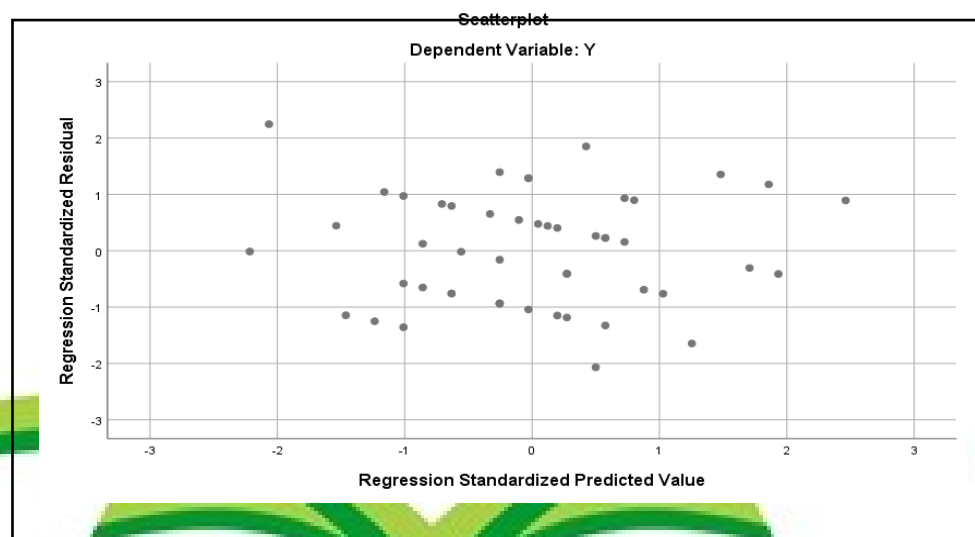
It can be seen on the picture above that the residual data in the regression model is spread out, both above and below point 0, and does not form a specific pattern. Homoscedasticity testing on the variable of reading motivation with learning achievement in English was carried out to meet whether, in the linear regression model, there was an inequality of variance from the residuals of one observation to another observation. The test results found that if the dots do not form a pattern, then the assumption of homoscedasticity is fulfilled.

d. Multikolinearitas test

The multicollinearity test determines whether or not there is a relationship between the independent variables in the regression model. A good regression model should not correlate with independent variables. Multicollinearity occurs if the VIF is lower than 10 and the tolerance value is greater than 0.1. The multicollinearity test results are shown below, which were analyzed with SPSS.

Table 4.8

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	81.458	1.199		67.943	.000		
	X	.046	.014	.429	3.292	.002	1.000	1.000

a. Dependent Variable: Y

Based on the table above, it is known that the VIF value of the Reading motivation (X) variable and the English Achievement (Y) variable is 1,000 < 10, and the tolerance value is 1,000 > 0.1, so there is no multicollinearity in the data.

2. **Statistics Test**

a. **Pearson Product Moment test**

The correlation test seeks to investigate the degree of similarity between variables, as represented by the correlation coefficient (r). With this Pearson correlation test, the researcher can find out whether the relationship between variables X and Y is positive or negative. The researcher used a simple correlation test (Bivariate correlation) to determine how significant the relationship between the two variables was.

Table 4.9
Correlations

		Reading Motivation	English achievement
Reading Motivation	Pearson Correlation	1	.429**
	Sig. (2-tailed)		.002
	N	50	50
English achievement	Pearson Correlation	.429**	1
	Sig. (2-tailed)	.002	
	N	50	50

b. The Interpretation of Data

Three aspects need to be considered when analyzing the correlation test results:

a). Rho value or significance value to determine whether or not there is a relationship

b.) Correlation coefficient. The following criteria are used to determine the value of the relationship strength of SPSS:

0.00 − < 0.20	→	Very Weak
0.20 − < 0.40	→	Weak
0.40 − < 0.60	→	Moderate
0.60 − < 0.80	→	Strong
0.80 − 1.000	→	Very Strong

c). The relationship between the two variables' direction. If variable X increases, it is followed by an increase in variable Y, so the correlation coefficient is positive. The correlation coefficient is negative if the variable X value is high, then the Y variable value is low.

Based on the output in the Correlations table, the pearson correlation value is $r = 0.429$. Based on the correlation coefficient on a scale of 0.40 to 0.60, it can be concluded that the X variable to the Y variable is categorized into a moderate correlation level. The relationship between the two variables above is positive. So, if students' reading motivation is higher, it followed by an increase in students' English achievement.

c. **The Test of Hypothesis**

To solve this problem, the researcher presents (Ha) an alternative hypothesis and (Ho) a null hypothesis. The following is the research hypothesis that the researcher has formulated:

1. (Ho) explains there is no significant correlation"between reading motivation and English achievement among MAN 1 Ponorogo at the tenth-grade students.

2. (Ha) explains there is a significant correlation between reading motivation"and English"achievement among MAN 1 Ponorogo at the tenth-grade students.

Depending on the outcomes of the correlation calculation, the significance value is $0.002 < 0.05$, so the following conclusions are :

1. Ho is rejected.

2. Ha is accepted.

d. **Coefficient of Determination**

The researcher's aim to test the coefficient of determination is to measure how large the contribution or influence of the variable reading motivation (X) on

the variable English achievement (Y), and the results are expressed as a percentage. Here are the results.

Table 4.10

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.429	.184	.167	1.28739

a. Predictors: (Constant), X

Based on calculations carried out by the researcher using SPSS 25, it is known that the coefficient of determination is 18.40%, which means that the variable of reading motivation contributes 18.40% to the variable of students' English achievement. While, the remaining 81.60% is caused by other factors not examined by the author.

C. Discussion

This descriptive study investigates whether there is a relationship between reading motivation, which was studied using a questionnaire, and English achievement, which was studied using academic report results for English subjects (documentation) in class X religion 1 and 2 at MAN 1 Ponorogo. The researcher previously tested the instrument in validity and reliability tests to determine the relationship between the two. According to the test results on the instrument, 24 items were declared valid for the questionnaire's validity test. Meanwhile, Cronbach's alpha was 0.894, indicating that the reading motivation questionnaire's reliability test results met very high-reliability criteria.

After testing the validity and reliability tests, analyze the instrument using normality, linearity,homoscesdaticity, multikolinieritas, and hypothesis testing. To

prove whether the data used are in the normal and linear categories or not at the same time to find out whether there is a relationship.

The normality test results stated that the two instruments were normally distributed with a significance value of 0.200. In conclusion, the data comes from a normally distributed population because the significance value is 0.200 > 0.05. The results of the linearity test show that there is a linear relationship between the X and Y variables with a significance value of 0.570.

Homoscedasticity test results on the variable of reading motivation with learning achievement in English do not form a pattern, then the assumption of homoscedasticity is fulfilled. Likewise, multicollinearity testing shows a VIF value of 1,000 < 10, and a tolerance value of 1,000 > 0.1, so that there is no multicollinearity in the data.

Based on the analysis results, the conclusion is that there is a relationship between reading motivation and students' English achievement at MAN 1 Ponorogo. It can be seen from the correlation number of 0.429, included in the interpretation table, between 0.40 - 0.60 in the medium category. The direction of the two variables is positive, meaning that if students' reading motivation is high, it followed by an increase in students' learning achievement in English. Based on the results of hypothesis testing, Ho is rejected, and Ha is accepted.

The magnitude of the influence of reading motivation on English learning achievement is 18.40%, while other variables affect 81.60%.

It means that reading motivation is one of the various factors that can affect the achievement of English. Students who have high reading motivation automatically have broad insights. Someone who has intrinsic motivation happier doing their activities. The more information they get, the easier it for them to understand something. If there is something they don't understand, they motivated

to find out more about the things they don't know. So if this is applied in education, it affect learning achievement.

The results of this study are in line with Guthrie's theory that Reading is related to motivation. He claims that reading interest predicts reading comprehension. Reading engagement motivated by a student's intrinsic desire to read is positive for academic achievement. Thus, students are encouraged to read a lot to increase knowledge, vocabulary, grammar, and linguistics. Two factors influence students to be encouraged to do reading activities: intrinsic and extrinsic motivation. Intrinsic motivation grows on the awareness of the importance of reading. Students who have intrinsic motivation think that reading is a necessity. At the same time, extrinsic motivation arises because there is external encouragement such as getting rewards, avoiding punishment, and getting praise. Reading motivation has a significant contribution to students when doing reading activities. The existence of motivation to read makes students enjoy doing their activities. The more information obtained when reading, the more comprehensive the knowledge gained. So that makes it easier for students to catch the material presented by the teacher. The easier it is for students to understand the material, the better the test results or student achievement will be.

CHAPTER V

This chapter presents conclusions and suggestions based on the results of research and discussions that have been carried out by the researcher.

A. Conclusion

In conclusion, there is a significant relationship between reading motivation and students' English achievement at the tenth grade of MAN 1 Ponorogo. It means that students who are motivated to read are easier to build their achievement than students who are less motivated to read, especially in English. The results of the analysis show that the pearson product moment value is 0.429 on a scale of 0.40 to 0.60. It can be concluded that the students' reading motivation to the English achievement at the tenth grade of MAN 1 Ponorogo categorizes into a moderate correlational level. The relationship between the two variables is positive. So, if students reading motivation is higher it followed by an increase on English achievement. Depending on the outcome of the correlation calculation the significance value is 0.002 lower than 0.05. So, the conclusion is Ho is rejected and Ha is accepted. In addition the coefficient of determination shows that reading motivation contributes as much as 18.40% to english achievement.

Based on this study's results, students with high reading motivation are also followed by increased English achievement. So for students who want to build learning achievement, especially in English to be better, then read more. The more students read, the easier it is to recognize the type of text and its intended purpose in a text. Increased knowledge and increased vocabulary due to reading make it easier for students to understand and focus on learning.

B. Suggestion

After discussing the theme of this thesis, the researcher hopes that his thoughts in this thesis can be useful for all parties. Suggestions that researcher can give include the following:

1. For students

   One effort that students can make to get good grades in a lesson is to instil the importance of reading awareness. Students who like to read more open-minded than students who read less. The more students read, the more knowledge they get, significantly affecting their learning achievement.

2. For teachers

   Teachers should be more creative in learning activities to further increase students' reading motivation. The use of interesting methods and strategies can be done to challenge students when participating in learning. When reading, the teacher uses reading texts that are easy to understand and follow the student's world. Reading texts that are too difficult make students less enthusiastic about reading because, from the first time they read, they have difficulty understanding the contents of the reading. In addition, the use of appropriate media for learning make students more enthusiastic and not bored while attending lessons.

3. For further researcher

   Future researcher are expected to examine more deeply about the influence of students' intrinsic and extrinsic motivation to read on English achievement so that the research results can be better and more complete.

BIBILIOGRAPHY

Ahmadi, Reza Mohammad. The Impact of Motivation on Reading Comprehension. *International Journal of Research in English Education*, (online), No.1 Tahun 2017.DOI:10.18869/acadpub.ijree.2.1.1 14 Januari 2022

----------..The relationship between students' reading motivation and reading comprehension. *Journal of Education and practice*, (online), No 18 Tahun 2013https://id.search.yahoo.com/search?fr=mcafee&type=E210ID885G91649&p=Mohammad+Reza+Ahmadi%2C+%E2%80%9CThe+relationship+between+students%E2%80%99+reading+motivation+and+reading+comprehension%2C%E2%80%9D+Journal+of+Education+and+practice+(Malaysia%3A+2013)%2C+10, diakses 14 Januari 2022

Alhamdu. Interest and Reading Motivation. *Jurnal Psikologo islam*, (online) No. 1 Tahun 2016. DOI:10.19109/psikis.v1i1.552, diakses 22 Februari 2022

Asyari, Dian Ayu Putri. The correlation between Students' Motivation in Online Learning and their Reading Comprehension of the eight graders at SMPN 4 Ponorogo. Thesis, IAIN Ponorogo tahun 2021 http://etheses.iainponorogo.ac.id/13930/1/THESIS%20DIAN%20AYU.pdf, diakses 22 Februari 2022

Barber, Ana Taboada., Klauda, Susan Lutz. How Reading Motivation and Engagement Enable Reading Achievement: Policy Implications. *Policy Insights from the Behavioral and Brain Sciences*, (online), No. 1 Tahun 2020. https://doi.org/10.1177%2F2372732219893385, diakses 12 Januari 2022

Cinar, Orhan., Bektas, Cetin., Aslan, Imran. A Motivation Study on the Effectiveness of Intrinsic and Extrinsic Factors. *Economic and Management* (online), Tahun 2011 https://www.researchgate.net/publication/267711459_A_Motivation_Study_on_the_Effectiveness_of_Intrinsic_and_Extrinsic_Factors/link/54858a750cf24356db60fe8e/download diakses 30 Desember 2021

Dakhi, Saniago., Damanik, Ira Soraya. Students' Motivation in Reading English Text: A Qualitative Study in EFL Context. *Journal of English Teaching*, (online) No. 2 Tahun 2018. DOI:10.33541/jet.v4i2.832 diakses 12 Januari 2022

Doni et al, *Evaluasi Pendidikan* (Surabaya : Beta)

Haradhan Mohajan Kumar. Two criteria for good measurements in Research : validity and reliability. (online), No. 4 Tahun 2017 DOI: 10.26458/1746, diakses 15 Januari 2022

Huang, Suhua. Factors affecting Middle School Students' Reading Motivation in Taiwan. *Reading psychology*,(online) No.2 Tahun 2013. DOI:10.1080/02702711.2011.618799, diakses 30 Desember 2021

Indrayadi, Toni. Indonesian EFL Learners' Reading Motivation. *Indonesian Journal of English Language Teaching and Applied Linguistics*, (online), No. 2 Tahun 2021. DOI: http://dx.doi.org/10.21093/ijeltal.v5i2.745, diakses 12 Januari 2022

I.S.P. Nation, *Teaching ESL/EFL Reading and Writing.* New York: Routledge, 2009.

Jacob Filgona et al. Motivation in learning. *Asian Journal of Education and Social Studies*, (online), No. 4 Tahun 2020. DOI:10.9734/AJESS/2020/v10i430273, diakses 12 Januari 2022

John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, USA: SAGE, 2014. https://id.search.yahoo.com/search?fr=mcafee&type=E210ID885G91649&p=John+W.+Creswell%2C+Research+Design+Qualitative%2C+Quantitative%2C+and+Mixed+Methods+Approaches%2C+(USA%3A+SAGE%2C+2014)%2C+31, diakses 21 Desember 2021

---------. *Educational Research planning, Conducting and Evaluating Quantitative and Qualitative Research,*. USA : Boston, 2012. http://repository.unmas.ac.id/medias/journal/EBK-00121.pdf, diakses 21 Desember 2021

Kasim, Usman., Raisha, Siti. EFL Students' Reading comprehension problems: linguistic and non linguistic complexities. *English Education Journal (EEJ)*, (online), No. 8 Tahun 2017.https://core.ac.uk/download/pdf/291614046.pdf, diakses 8 Febeuari 2022

Mansur, Nurdin. Pencapaian Hasil belajar ditinjau dari sikap belajar mahasiswa. *Lantanida Journal*, 3 tahun 2015.

Nunan, David. *Practical English language Teaching.* New York: McGraw Hill, 2003.

Patel and Jain Praveen. *English Language Teaching (Method, Tool, and Technique)*. Jaipur: Sunrise Publishers & Distributor, 2008.

Rungsinanont, Sathirasak. Comparative Study of Factors and Problems Affecting Ability of Undergraduate Students at RMUTL Tak to Read English Language Journals. *Journal of Education and e- Learning Research* (online), No. 7 Tahun 2020. https://www.researchgate.net/publication/ 347426056_Comparative_Study_of_Factors_and_Problems_Affecting _Ability_of_Undergraduate_Students_at_RMUTL_Tak_to_Read_Engl ish_Language_Journals, diakses 29 Desember 2021

Sanford, L Karen. 2015. Factors Affecting the Reading Comprehension of Secondary Students with Disabilities. *Thesis, Dissertations, Capstones and Projects,* (online). https://www.coursehero.com/file/82487420/Factors-that-Affect-the-Reading-Comprehension-of-Secondary-Studenpdf/ diakses 29 desember 2021

Slameto, *Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2001)

Sudjana, Nana. *Penilaian Hasil Belajar Proses Belajar Mengajar.* Bandung: PT Remaja Rosdakarya, 2008

Syafi'I, Ahmad., Murfiyanto, Tri., Rodiyah, Siti Kholidatur. Studi Tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Factor yang mempengaruhi. *Journal Komunikasi Pendidikan,* (online), No. 2 Tahun 2018. https://id.search.yahoo.com/search? fr=mcafee&type=E210ID885G91649&p=Ahmad+Syafi %E2%80%99I+et+al%2C+ %E2%80%9CStudi+Tentang+Prestasi+Belajar+Siswa+dalam+Berbag ai+Aspek+dan+Factor+yang+mempengaruhi%2C %E2%80%9D+Journal+Komunikasi+Pendidikan+2%2C+2018%2C+1 17,diakses pada 14 Januari 2022