The Correlation between Motivation and Students' Achievement in Reading Comprehension at SMP Negeri 8 Grade VIII Pematangsiantar

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Abstract:*This research deals with the correlation between motivation and students achievement in reading comprehension at SMP Negeri 8 Pematangsiantar. The problems are: (1) "Is there any correlation between motivation and students achievement in reading comprehension and (2) what kind of motivation does dominantly influence the students' achievement in reading comprehension at SMP Negeri 8 grade eight Pematangsiantar? This research uses quantitative method to find the correlation between students' motivation and their achievement in reading comprehension. The population of this research is the eighth grade of SMP Negeri 8 Pematangsiantar, and the sample is the students of VIII-8. After getting the data, they are analyzed by using Pearson Product Moment Formula. The finding shows that Ho is rejected and Ha is accepted ($r_{xy} > t_{table}$). And after calculating the scores between intrinsic motivation and extrinsic motivation, it is found out that the highest score is extrinsic motivation. It means that extrinsic motivation dominantly influences the students' achievement in reading comprehension. Therefore, it can be concluded that motivation has the significant correlation with the students' achievement in reading comprehension at SMP Negeri 8 Grade VIII Pematangsiantar. As suggestion to readers especially teachers, motivation should be given before teaching learning process begins to encourage students to have spirits and effort to follow teaching and learning process well.*
Keywords: *Achievement, Correlation, Motivation, Reading Comprehension*

I. INTRODUCTION

Every student should learn English well so that they can have a good competence in English. In mastering English, the students should master four skills in English they are speaking skill, reading skill, writing skill and listening skill. All of the skills are very important and related each other but in this research the researchers focus to reading skill, because reading can expand the students' knowledge in English. With reading, the students can get more information that they need to enrich their knowledge in understanding English. Harmer (2001:68)[1] said, "Reading is useful for other purposes too: any exposure to English is a good thing for language students at the very least, some of the language sticks in their minds as part of process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful."

Reading comprehension is very important so that we can understand the meaning of the text and also can comprehend ideas, consequently the students of junior high school are expected to have a good reading skill, but in fact, we can see the result has not been very satisfactory yet.

Many students are still low in understanding reading comprehension. Many students have graduated from their school but they have minimum ability in reading comprehension; it is caused by some factors. One of them is caused by the less of motivation. Whereas motivation is one of the important factors which influence the result of teaching and learning process.

Here are some various studies which have found that motivation relates to achievement in language learning: Harmer (2001: 51) said that, "It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success." It means that motivation in the classroom affects both learning and behavior of the students who are motivated to learn more.

Motivation has an important role in teaching learning process especially in understanding reading comprehension, therefore, the researchers are interested to make a research in SMP Negeri 8 Pematangsiantar. They want to know students motivation in reading comprehension. Based on their experiences when having PPL in SMP Negeri 8 Pematangsiantar, they realized that the students are still low in understanding English especially in reading comprehension. They are low in reading comprehension because they do not achieve the standart quality of the school (KKM) of English subject. It is stated that based on the English curriculum students should get 75, but in fact the average of their achievement is 60 in average. In short, they cannot pass the test.

Based on some experts, there are many kinds of motivations. It means that students have many different reasons in learning English. In this study, we try to identify which one that the most influence towards students achievement in learning English. It is important to know what factors that motivate us to do or to learn something. By knowing it, we can develop ourselves to the best to reach our goal.

The important factor that cannot be ignored in learning English is motivation, such as motivation to get knowledge or to get good scores, so that we can be successful in teaching and learning process. Motivation relates to students' achievement in reading English comprehension, and it will go better if the learners have a willingness to learn. It will emerge the students' feeling that they need it too. Such willingness is usually based upon a necessity to know and understand or able to communicate in English. Therefore, it is clear that motivation has a very important role in learning process, especially in reading comprehension. That is why we are interested to make the research about the correlation between motivation and students' achievement in reading comprehension at grades eight of SMP Negeri 8 Pematangsiantar.

Based on the background above, the researchers formulated the problem of the study: (1) Is there any significant correlation between motivation and students' achievement in reading comprehension at SMP Negeri 8 Pematangsiantar grade eight? (2)What kind of motivation does dominantly influence the students' achievement in reading comprehension at SMP Negeri 8 Pematangsiantar?

Based on problem of the study, the purpose of this study is to know:
1. Whether motivation has any significant correlation with the students' English learning achievement in reading comprehension of junior high school grade eight at SMP Negeri 8 Pematangsiantar
2. The kind of motivation, which dominantly influences the students' achievement in reading comprehension at SMP Negeri 8 Pematangsiantar

Here, the researchers talk about the correlation between students' motivation and their achievement in reading comprehension at SMP Negeri 8 Pematangsiantar grade eight. In learning English there are many materials and also there are four skills that should be studied by the students but the researcher limited this research, the researchers focus to the reading comprehension. Because reading is important aspect in learning process. With reading, the students can get more information that they need to enrich their knowledge in understanding English. With reading skill, the students also will make greater progress and attain greater development in ecademic area such in understanding English. This research can help the students to make them realize that motivation is a very important aspect in teaching-learning process. And, it can be an important contribution for the English teachers.

Ary, et.al (2010:7) [2] said, "A hypothesis is a statement describing relationships among variables that is tentatively assumed to be true. It identifies observations to be made to investigate a question." So based on theoretical description and theoretical framework, this research can formulate the hypothesis as follows:

1. Alternative Hypothesis (Ha): there is a significant correlation between the students' learning motivation and their achievement in English reading comprehension.
2. Null Hypothesis (Ho): there is no significant correlation between the students' learning motivation and their achievement in English reading comprehension

II. THEORETICAL REVIEW

2.1 Correlation

According to Ary, et. al (2010:349) Correlation research assesses the relationships among two or more variables in a single group. Correlation research produces indexes that show both the direction and the strength of relationships among variables, taking into account the entire range of these variables. This index is called a correlation coefficient. He also said "Correlations indicate the relationship between paired scores." (Ary, et.al, 2010:127). The correlation indicates whether the relationship between paired scores is positive or negative and the strength of this relationship. The pairs may be two scores for the same individual, natural pairs such as husbands and wives, or two individuals matched on some measure such as reading test scores. In addition, the researcher can calculate a correlation coefficient that represents the correlation. In correlation research, we seek the strength of relationship among variables. Thus, the relationship in correlation research can be described as predictive relationship.

2.1.1 Types of Correlation

There are two types of correlation, namely positive correlation and negative correlation (Ary, et.al., 2010:350) The expression for calculating the correlation coefficient is devised in such a way that the value of= +1 is obtained for perfect positive correlation, -1 for negative correlation. A value of zero is for no correlation at all.

Ary et.al (2010: 350) said, "The sign (+ or −) of the coefficient indicates the direction of the relationship." If the coefficient has a positive sign, this means that as one variable increases, the other also increases. The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to −1.00 (indicating a perfect negative relationship). A perfect positive relationship means that for every *z*-score unit increase

in one variable there is an identical *z*-score unit increase in the other. A perfect negative relationship indicates that for every unit increases in one variable there is an identical unit decreases in the other. Few variables ever show perfect correlation, especially in relating human characteristics.

2.2 Motivation

According to Robert E. Slavin (2006:317)[3] "Motivation is one of the critical components of learning." It means that motivation has important rule in teaching learning process. Motivation is not only important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it (Driscoll, 2000; Jetton and Alexander, 2001; Pintrick, 2003) in Robert E. Slavin (2006:317). An important task for teacher is planning how they will support student motivation.

2.2.1   Definition of Motivation

Burder and Williams (1997:120) in Harmer (2001:51) suggest that motivation is a state of cognitive arousal that provokes a decision to act as a result of which there is 'sustained intellectual or physical effort so that the person can achieve some previously set goal. They go on to point out that, the strength of the motivation will depend on how much value the individual places on the outcome she or she wishes to achieve.

Motivation include in good learning process. It means students need motivation to be included as energy or support for their successful learning. Harmer (2001:51) also states that "It is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort." That means motivation can be as the key for the successful learning. The failure of successful planning process can be caused by there is no motivation. It can be seen that motivation is important in learning process.

Ur (1999:275) [4] helps the researcher to understand it through these characteristics of motivated learners:

1. Positive task orientation, it means that the learners have willing to undertake the tasks and challenges and also confidence in their success.
2. Ego-involvement, it means that the learners feel the important of the learning for themselves.
3. Need for achievement, means that the learners have a need to achieve and overcome difficulties and succeed.
4. High aspiration can be assumed that the learners are ambitious in getting the best learning for their own self.
5. Goal orientation, it assumes that the learners know better with what they have to achieve in learning process.
6. Perseverance, it means that the learners have the high level in doing their efforts.
7. Tolerance of ambiguity, the ambiguity is not the big problem for the learners.

2.2.2 The Types of Motivation

Harmer (2001:51) said, "There are two types of motivation; they are intrinsic and extrinsic motivation." Intrinsic motivation comes from inside. It refers to desire to engage in an activity for no obvious reward except task engagement itself (Decy,1975) in Schunk (2012:386) [5]. Extrinsic motivation is motivation which comes from outside. It is caused by any number of outside factors for example, the need to pass the exam, etc.

2.2.2.1 Intrinsic Motivation

Intrinsic motivation comes from within the individual. It means motivation is a desire which comes from inside to do something. For example, a student may study hard for a test because she enjoys the content of the course. It means that intrinsic motivation comes from inside of the person. Lepper & Henderlong in Sansone and Judith (2000:444) said, "Intrinsic motivation as occurring when an activity satisfies basic human needs for competence and control which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end." Decy (1975) in Schunk (2012:386) said, "Intrinsic motivation refers to a desire to engage in an activity for no obvious reward except task engagement itself."

The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. These motivations can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation. In teaching learning process teacher have the important role, they also should give motivation to the students as Slavin (2006:345) said, "Teachers can enhance intrinsic motivation by arousing students' interest, maintaining curiosity, using a variety of presentation modes, and letting students set their own goals." Therefore, teacher is the important aspect in teaching learning process. Slavin (2006:339) said that intrinsic motivation could be found such as in students' interest, need, and goal in learning. Moreover, hobby exemplifies intrinsic motivation.

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2.2.2.2 Extrinsic Motivation

Extrinsic motivation derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Harmer (2001:51) said, "Extrinsic motivation caused by any number of outside factors." Extrinsic motivation is motive active and functions if there is stimulation from outside. An example: a person studying, because he or she knows that tomorrow morning there will be a test, by hoping that she or he could get a good value.

Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course. Motivation can be stated as extrinsic motivation in condition of external influenced. The influences can be rewards and punishments. For example, the boy studied hard due to his father will give him the new robot as his reward in getting best score. Extrinsic motivation occurs when students engage in activities for external reasons (outside of themselves) such as praise, grades, special privileges, and certificates or material rewards.

Extrinsic motivation is type of motivation that comes from outside. In the learning process, extrinsic motivation can come from the teachers' reward for their students, praising, or others. It makes the motivation as drive in learning process. We can find many sources of motivation, but actually motivation only has two big sources , the first source comes from within the individual

itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. This motivation appears or comes from teacher, parents, and environment.

1. Teacher, a major factor in continue of a student's motivation is the teacher. Teacher has an important role in teaching learning activity. The teacher is not only a person who transfers the knowledge to the students, but also as a motivator who can motivate or support the students in learning activity.

2. Parents, a part 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. Students who are encouraged by their parent will try new things and try to give high performance to get reward from their parent. As a result, they will get better achievement.

3. Environment, outside any classroom there are attitudes to language learning and the English language in particular. The learning of English is important to be considered in the society. In a school situation, the language learning is part of the curriculum of thing status, the cultural images associated with English are positive.

2.3 The Understanding of Achievement

Achievement refers to school-based learning, while ability and aptitude refer to broader learning acquired mostly through non-school sources such as parents and peer groups. Ur (1999:132) also states, "An achievement test measures how much the material taught in a given course, or part of one, has in fact learned." Achievement test are used to evaluate the effectiveness of instructional programs and to identify students with learning disabilities. That means achievement test is the measurement tool that teachers give to their students in order to see the effectiveness of the learning process is going in their students. Also with this test, the teachers can see what difficulties that the learners have in their learning process. Gary also helps the researcher to know deeper what achievement is in his book as follows; Achievement is the proficiency that students have in their learning process. This achievement is also as indicator that what students get in their learning. The achievement commonly is designed in the scores by test scores or teachers' marks. With these theories, the researcher concludes that achievement is the accumulative result of learning process. In achievement, the teachers or the students themselves can see how far their learning process that they did.

2.4. The Understanding of Reading Comprehension

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Alderson, 2000: 2) [7] Comprehension is very important in reading because with comprehension the students can know meaning of the text that they read. Comprehension understands what has been read. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. Alderson (2000: 8) said, "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previousknowledge, strategy use) as well as variables related to the text itself (interest intext, understanding of text types)."

According to McLaughlin (1984:443)[8] in reading comprehension consists of three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part

The prior knowledge and experience readers have with a particular topic; the easier it is for them to make connections between what they are learning and what they know. Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.

According to Lipson and David (2002:3)[9], that there are four factors which involved in reading comprehension such as: the reader, the text, the strategies, and the goal. He also emphasize that what actually makes the difference is the reading strategies. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. It involves intentional thinking, during which meaning is constructed through interactions between text and reader.

Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply word with articulate the word correctly without understanding its meaning. Effective comprehends not only make sense of the text they are reading, they can also use the information it contains.

According to Lipson and David (2002:2), the purpose of reading is to comprehend text to understand what we read. Even more impressively, there is a consensus about the nature of comprehension. Comprehension is not just the by-product of accurate word recognition. Instead, we know that comprehension is a complex process which requires active and intentional cognitive effort on the part of the reader. What children comprehend is influenced by their own development, by the texts they are reading, and by the reading tasks they set for themselves or that others require

III. RESEARCH METHOD

3.1 The Design of Research

The research is a correlation research which is used to collect data to determine to what degree a relationship exists between students' motivation and Reading Comprehension. The degree of the relationship is expressed as a correlation coefficient. To measure the students' motivation, 30 items questionnaires are used. The researcher gave the alternative option: Strongly Agree, Agree, Disagree and Strongly Disagree. Besides, the researcher will take the scores from the test of Reading Comprehension that consists of 20 questions. The questions are multiple choice. The questions based on the materials that have been learnt by the students. It is used to know the students' achievement in English especially in reading comprehension.

3.2 Population and Sample
3.2.1 Population

Arikunto (2010:173) [10] said, "Population is defined as all members of any well-defined class of people, events, or objects." As population of this research, the researcher chooses the

students of grade VIII at SMP Negeri 8 Pematangsiantar. In this case, there are eight classes. The total number of population is 128 students.

3.2.2 Sample

According to Arikunto (2010: 174), sample is a small group that is observed. Here, the researcher uses the purposive sampling as a technique to take sample. Sugiyono (2012:96)[11] said, "Purposive Sampling is a technique of determining the sample with particular considerations." A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study.

3.3 The Technique of Collecting Data

In collecting the data, the following steps are followed:
1. Distributing the tryout of questionnaire and the test to the students who do not belong to the sample.
2. Testing the validity and reliability of questionnaire and test.
3. Determining the questionnaire and the test which suitable with the criteria.
4. Distributing the questionnaire and the test to the respondents or sample of this research.
5. Analyzing the data from the questionnaire and the test

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

4.1 Data Analysis

The researcher took the score of students' learning motivation (variable X) by using 30 items questionnaires and students' learning achievement (variable Y) by using 20 items of English test about reading comprehension and those scores were analyzed. In analyzing the data, the researcher follows the procedure and uses the formula of Pearson product moment. After getting the raw scores of motivation and students achievement in reading comprehension, the researcher calculated the correlation between students' motivation and their reading comprehension, but before giving the questionnaires and test to the respondents, the researcher make tryout to see whether the test reliable and valid or not.

4.1.1 The Validity of Questionnaires

After calculating the validity of the questionnaires, it is found out that the lowest is 0.40 (sufficient) and the highest is 0.70 (high), so the test was valid.

4.1.2 Reliability of the questionnaire

In this research, the researcher make try out to see the reliability, then to find the reliability, the researcher used Split-Half method and using Spearman-Brown Formula (Arikunto, 2011:95).

After the data is counted by using Pearson product moment the researcher got r_{xy} is 0.85. This value only show the reliability of a half of test, therefore the researcher use Spearman-Brown formula to see the correlation between the odd item and the even item (Arikunto, 2011:95).

$$R_{11} = \frac{2r_{\frac{1}{2}\frac{1}{2}}}{1+r_{\frac{1}{2}\frac{1}{2}}} = \frac{2.(0.85)}{1+0.85}$$
$$= 1.7/1.85$$
$$= 0.91$$

Coefficient reliability of this questionnaire is 0.91, if we compare with r_{table}, the product moment for Spearman, N=30. The researcher see r_{table} is 0.478 therefore the researcher concluded that the questionnaires is reliable because $r_{11} > r_{table}$ or $0.91 > 0.478$.

4.1.3 The Validity of Reading Comprehension Test
Having calculated the validity of the Reading Comprehension test, it is found that the lowest is 0.40 (sufficient) and the highest is 0.73 (high), so the test was valid.

4.1.4 The Reliability of Reading Comprehension Test
After distributing the test, the researcher counted the test to see whether the test reliable or not. To see it the researcher used split-half method, Spearman-Brown formula (Arikunto, 2011:100).

Varian Total:
$$S^2 = \frac{N\sum y^2 - (\sum y)^2}{N(N-1)} = \frac{34.4711 - 369^2}{34(33)} = 21.40$$

Coefficient reliabilities:
$$r_{11} = \frac{n}{n-1}\left(\frac{S^2 - \sum pq}{S^2}\right) = \frac{20}{19}\left(\frac{21.40 - 4.72}{21.40}\right) = 0.78$$

Coefficient reliability of this questionnaire is 0.78, if we compare with r_{table}, the product moment for Spearman, N=20. The researcher see r_{table} is 0.450 therefore the researcher concluded that the questionnaires is reliable because $r_{11} > r_{table}$ or $0.78 > 0.450$.

4.2 The Correlation of Students' Motivation and Their Reading Comprehension
The last step is analyzing the correlation between students' motivation and their reading comprehension.

4.2.1 Students' Motivation
From the data it can be seen that the highest score is a student number 18 which is score 119 and the lowest score is a student number 24 which is score 78.

4.2.2 The students' Reading Comprehension
From the data above the researcher concluded that the highest score is a student number 18 which is score 90 and the lowest score is a student number 24 which is score 35.

4.2.3 The Correlation of Two Variables
    In which   : X= the scores of students motivation
                    Y= the scores of reading comprehension test

From the table above the researcher concluded that the students who have high score in answering questionnaire also have the high score in reading comprehension. So the students' motivation is correlated with the students' reading comprehension.

4.3 Hypothesis Testing
    As previously determined the hypothesis of this research is that there is a significant correlation between the scores of students' motivation and their scores of reading comprehension. To find its correlation, Pearson's product moment was used.
    Based on the result of coefficient of correlation, the researcher find r_{xy} is 0.80 If it is consulted to critical value product moment N= 30, so it is critical value with significant 95% is 3.61, with significant 99% is 0.463, the researcher can conclude the coefficient is bigger than the table because $r_{xy} > r_{table}$, (0.80 > 0.46). Consequently, Ho is rejected, Ha is accepted ($r_{xy} > r_{table}$). So the researcher concludes that there is significant correlation between students' motivation and their reading comprehension.

4.4 The Research Findings
    The data were analyzed in order to find out whether motivation has a significance correlation with reading comprehension or not. After analyzing the data of this thesis, there are several findings which were found by the researcher as the followings:
    1. Students' motivation and their reading comprehension have a significant correlation, which is calculated by Pearson product moment formulation is 0.80
    2. The validity of the test by using Pearson product; the lowest in questionnaire is 0.40 and the highest is 0.70 it means that the questionnaire is valid, in reading comprehension test, the lowest is 0.40 and the highest is 0.73 it means that the test is valid.
    3. After calculating, the data by using Spearman-Brown formula the reliability of the questionnaire is 0.91 and the reliability of the reading test is 0.78 it means that the test is reliable.
    4. After calculating the scores between intrinsic motivation and extrinsic motivation, the researcher got that the highest score is extrinsic motivation. We can see in appendix 7 that the score of intrinsic motivation is 1683 and the score of extrinsic motivation is 1771.

4.5 Interpretation and Discussion
    This thesis investigated the correlation between students' motivation and the students reading comprehension of SMP Negeri 8 Pematangsiantar at grade VIII. As has been discussed in the previous chapter, the motivation has the important factor to increase the student's ability in reading comprehension.

4.5.1   Data Interpretation

Based on the finding above, we can interpret that the student who has high score in reading comprehension also has the biggest motivation or a student who has low score in reading comprehension test also has low motivation. We can see the lowest score in motivation is the student number 24, which her score is 99 and the lowest score in reading comprehension is a student number 24 also, which her score is 35. We can see the score of the students number 18, he has highest score in motivation (119) also has highest score in reading comprehension (90). As conclusion Students' motivation and their reading comprehension have a significant correlation, which is calculated by Pearson product moment formulation is 0.80. We can see that $r_{xy} > r_{table}$, 0r 0.80 > 0.46. Consequently, Ho is rejected, Ha is accepted ($r_{xy} > r_{table}$). So the researcher concludes that there is significant correlation between students' motivation and their reading comprehension. It means that the motivation is very important in teaching learning process.

4.5.2 Discussion

Students' motivation and their reading comprehension have a significant correlation, which is calculated by Pearson product moment formulation is 0.80. It means that the motivation is very important in teaching learning process. We know that the motivation is very important in our life especially in learning process, if the student is motivated, she or he will make the highest effort to reach his or her goal than the student who is not motivated, As Stipek (2002) in Slavin (2006:326) said, "Not surprisingly, students who are high in achievement motivation tend to succeed at school tasks" and According to Slavin (2006:317), "Motivation is one of the critical components of learning". Driscoll (2000) et. al in Slavin (2006:317) also said, "Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it". It means that motivation is one of the keys to get the success in learning process. Ho is rejected, Ha is accepted ($r_{xy} > r_{table}$). In short, there is a significant correlation between students' motivation and their achievement in Reading Comprehension

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings above, it can be concluded that the motivation has strong correlation to the students reading comprehension. It means that motivation is very important in learning process especially in reading comprehension. It is one of the key to get the students' goal or the key to achieve success in teaching learning process. If students are motivated, they will show high effort to learn to read the text, but if the students are unmotivated, they will not show their effort. This means they will fail in learning process.

5.2 Suggestions

The research outcome shows that there is a positive correlation between students' learning motivation and students' reading comprehension, therefore the researcher gives suggestions:

1. Teachers should give more encouragement to the students beside giving or transferring knowledge.

2. Teachers should stimulate motivation in learning and should let students like learning and find academic activities satisfied, so they can be more active and have better progress in learning English.
3. Students should read every day and make it as a habit. The most important one is they must have a big desire to learn English.
4. Parents also should give the positive encouragement to their children to learn harder and give an understanding that English is one of important languages in this era, so the children need read English every day

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