

Abstract

Nurlaeli Khoeriyah, 207500269: The Correlation between Reading Motivation and Reading Comprehension (A Study of English Department's Students in Third Semester)

Mastering English as a foreign language broadly used worldwide is very important especially for student. Its importance can be seen from the aspect of accessibility to knowledge and information, as well as communication. Reading as one of the skills is prominent activity that supports students to learn English, because reading is a foundation for helping student to learn anything, including foreign language. The essence of reading is about how it becomes an enjoyable activity so that student can comprehend what they have read. In this process motivation gives a contribution to students' reading comprehension because motivation is an activator that supports them to read more.

In this research, the researcher intends to focus on the correlation between reading motivation and reading comprehension. The aims are to describe students' reading motivation, students' reading comprehension, and investigate the correlation between reading motivation and reading comprehension and how much reading motivation contributes reading comprehension. In describing reading as a skill in English, the researcher used the theories by Grabe and Stoller (2002). In addition, the theory of motivation by Dornyei (2001) is applied in this research.

Additionally, the method used in this research is quantitative method by using correlation design. The population is student in third semester and the sample to be used is students in class B of English Department. The instruments to collect the data are questionnaire, test, and interview.

The result of research shows that students have good motivation in reading. It can be seen that *best part of* students' (71,79%) are highly motivated and *nearly half of* students' (28,20%) have enough reading motivation. On the other hand, *best part of* them (69, 23%) have a good reading comprehension and some (30.77%) failed for the test. Students' confess that vocabulary determines how far they can comprehend the text. The data shows that the result of the computation is 0,38 that interpreted *low*. The calculation shows that the students' reading motivation contributed 8% to their reading comprehension. It indicates that there are some other factors that contribute to reading comprehension. Based on the data found, when the score of t_{count} more than t_{table} , the null hypothesis that said there is no correlation between students' reading motivation and students' reading comprehension is rejected, because t_{count} (2.51) is more than t_{table} (1.69), it is significant in 0.05 level. It means that there is a correlation

between reading motivation and reading comprehension.

