RELATIONSHIP BETWEEN GENDERS, MOTIVATION AND READING ACHIEVEMENT AT SMP MUHAMMADIYAH 7 MEDAN

SKRIPSI

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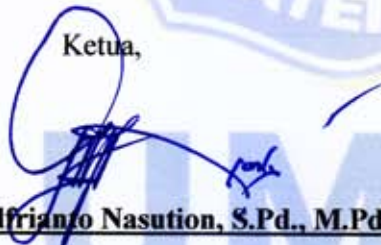
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Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

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ABSTRACT

Egida Sari. NPM 1502050316. Relationship Between Genders` Motivations and Reading Achievement at SMP Muhammadiyah 7 Medan. English Educations Program of Faculty of Teaching Training and Educations. University of Muhammadiyah Sumatera Utara.

This research was conduct to describe the significant of correlations between genders motivations and reading achievement at eight graded of SMP Muammadiyah 7 Medan. The aim was to find out the relationship between students reading motivations and reading achievement based on genders by using Pearson Product Moment test. In collecting the data there were 20 questions of reading test and questionnaire in this study. The data was analyzed by calculating the student score in reading comprehension achievement and the questionnaire of reading motivations. Finding out the reading comprehensions score and correlating the two variables. The students score classified based three categories there are: *Low, Medium and High.* The data was presented by using table. Besides the result, finding of this research, there are coefficient correlations obtained was of 424. Therefore, it answered the research that there was a significant relationship between genders and reading motivations. For more details, the correlations of reading motivations and reading comprehension achievement is significant in 0.016.In other words, the contributions of reading motivations toward reading comprehensions achievement significant enough for the students eight grades of SMP Muhammadiyah 7 Medan. Another result from the student perceptions about the teachers` teaching method as extrinsic motivations found out that they are more motivated if the teacher teaches them by speech as one of the stage inquiry based learning than teachers teaching by group discussions or questioning.

Keywords *: Genders, Correlations, Reading ,Motivations, Reading Achievement*

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

Education has a very important function for the next generation of the nation. The potential of students can be developed through learning activities in schools, so that what becomes a learning goal can be achieved, which is realized in learning achievement. Learning achievement is very important as an indicator of success that is good for a teacher or student. The success of learning student achievement is certainly a very important thing for a teacher. Teachers are required to become professional teachers so that they can create better human resources in the future. In achieving that, it will be related to students in the learning process that is intended to achieve these goals. A good source of human energy is created from a generation that has good achievements.

English is one of international language which is used by most people in the world. Therefore people are expected to master English as second language (L2) so they can communicate with other people in other countries. In Indonesia government incorporates English into educational curriculum starting from junior high school until university. But many students who are still low in English speaking and learning cause decrease of reading motivation. Learning English covers some aspect, namely grammar, vocabulary, structure, pronunciation and etc. Other that than learner also need to master four skills in English that is listening, writing, reading, and speaking.

Reading is one of the important receptive skills in foreign language skill and complex activity that involves a series of mental processes. There are also those who argue that reading is a psycholinguistic process that aims to shape the reader's understanding of what is being read. Whereas, in a simpler sense, reading is an activity that aims to find, see, and understand the contents of a reading or text.   According to Grabe, (2009:5) Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. The process of reading is a fairly complex process that can be divided into 4 groups, namely breaking down symbols, literal understanding, inferential understanding, and monitoring. Whereas, what is meant by the results of reading is communication, which is the delivery of thoughts and emotions of the author to the reader and the achievement of understanding in the reader about the ideas written by the reading author.

Generally learner`s differences are those factors that work as predicators of second language learning achievement. Gender is one of the factors which influence learning process. Gender is classic and significant predictors in educational, psychological, and linguistic research Catalan in Senad (2017). That is the why every research into the abilities to learn a foreign language has to take into account gender as an important independent variable. Motivation is represent one of the key success factors in all kind of human activities. Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning.

This study investigates the relationship between gender, motivation and reading achievement at junior high school. The researchers found differences in learning interests and motivations between female and male students especially in reading skill. It was proven when the researcher observed a learning process in school named SMP Muhammadiyah 7 Medan. Based the problem discuss above, gender has a important role to determine the learner`s achievement in reading comprehension.

The problem of reading culture arises because of reading interest and motivation Indonesian students who are still low. Interest can be in the form of attention or excessive interested encourage someone to do something. The source of interest is encouragement from within. Interest influences in the process of reading a text to students. The existence of interest or excessive interest from within to continue reading the text will affect the high ability of students in understand the text. A high level of understanding will help students improve their ability to respond or perceive a text in the learning process.

This research will be done in order to find out the kinds of motivation and differentiate motivation between genders which drive students significantly to learn English and the kind of motivation is dominant. Hopefully this study will reveal some information on the junior high school students' motivation type which later can give the development of the language program which accommodates the students' need and goals.

1.2   Identification of the Problem

Based on the background of the problem described above, it can be identified several issues such as

1. Male and female students have different motivations in reading

2. This shows that gender differences greatly influence students' reading achievement.

1.3 Scope and Limitation

It would impossible to solve all the problems identified above. Therefore the researchers limited the problems related of reading motivation between gender in class VIII^1 and VIII^2 which will conduct at SMP Muhammadiyah 7 Medan. The purpose of this research is only to find out the relationship between gender, motivation and reading achievement of the students at SMP Muhammadiyah 7 Medan.

1.4 The Formulation of Problem

Based on the background of the study, the problem of this research is:

1. How is male and female student`s motivation in learning English?

2. How is male and female student`s reading achievement?

3. How are relationship between gender, reading motivations and reading achievement?

1.5 The Objective of Study

1. To investigate male and female student`s motivation in learning English

2. To investigate male and female student`s reading achievement

3. To investigate relationship between gender, reading motivations and reading achievement

1.6 Significant of Study

1. Theoretically

   This study is expected to contribute significantly to the input of knowledge that can be used as material for study for academic people who are studying the science of child education, especially regarding increasing differences in motivation and interest in learning based on sex

2. Practically

   The practical benefits of this research are as follows:

   a. For researchers, it can add experience as well as insight to find out differences in learning motivation between male and female students

   b. For teachers, it can be more creative to design and create new media and find out the needs of each student in providing learning as a way to increase student motivation, especially in terms of reading.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

There are various factors that can influence a person's success in learning. These factors can come from the students themselves (internal factors) and from outside the learner (external factor). From within the learner, these internal factors can be gender, motivation, interests, attitudes, personality, ways or styles of learning, etc., while external factors can be in the form of demands from parents, school and teacher factors, and the surrounding environment.

2.1.1 Gender Definition

Gender is cultural concept that refers to characteristic that distinguish between women and man both biologically, behavior, mentality, and socio-cultural. Women and men are sexuality different. But its role in community can be aligned with certain limitations. Gender is one of the most influential variables in the learning process. In general gender has many differences both in learning preferences and motivation. A study have shown that a variable gender influences student, academic interest, need and achievement (Zeinali at al, 2012) . Gender factors are taken because of the alleged differences in achievement between male and female students.

But in general it is often found that female students are far more active in terms of learning and even far more accomplished than male students. It`s

related with statement by Logan and Johnston (2009:202) ''in international literacy test in British Schools, girls consistently outperform boys". Female are better than males in foreign language comprehension, in term of language comprehension, several studies have demonstrated female superiority".

A study conduct by Logan an Johnston (2009:200) about the relationship between reading comprehension and gender comes up with the finding that :

1. Girl are better in reading comprehension than boys

2. Girl read more frequently than boys do

3. Girl have more positive attitude to reading

2.1.2 Gender and Learning

Elliott et al. (2000: 30) states that there are several factors that influence the development of each individual, who interacts one with others, called bio-psychosocial. Furthermore, explained that birth (birth) is one of the biological characteristics from the bio-psychosocial theory, which in this case can be associated with being born as a man or even women, which then leads to the concept of gender. Indeed, the concept of birth as male or as women (sex) is different from the concept of gender, but the concept of gender is often used overlap. Elliott et al. (2000: 146) clarify: "Gender refers to psychosocial aspects of maleness and femaleness, whereas sex referring to biological maleness and femaleness ". So, it is clear that gender is a psychosocial aspect of manhood (virility) and femininity (femininity), whereas sex is

biologically male and female. Gender differences are considered wrong one determinant that can influence learning achievement. Elliott et al. (2000) asserted there are several gender differences which are indicated by several characteristics. In terms of verbal abilities, women are explained better in a variety of verbal tasks since the beginning of its development, and become a maintained superiority, while men have more language problems than women. However, men say better in visual spatial tasks, and Mathematics and Science abilities.

Experts express their opinions about learning, their opinions are different but have the same meaning. The following is an explanation from some experts about the notion of learning:

a. Mounly in *Psychology for Effective Reaching*, explained that what is meant by learning is the process of changing one's behavior because of experience. So people can get new learning from their experience.

b. Nana Sujana (1986: 5) Whitherington in his book *Education Psychology* suggests learning is one of the changes in personality that expresses itself as a new pattern of reactions in skills, attitudes, habits and appearance.

c. If viewed from the narrow meaning of learning is a way to master science and is part of the activity towards the formation of a whole personality (Sadirman, 2005: 22).

During school years and beyond, psychologists find no differences in general intelligence on the standard measures. These tests have been designed and standardized to minimize sex differences. However, the scores on some tests of specific abilities show gender differences (Woolfolk, 2014). The scores of males

tend to be slightly more variable in general, so there are more males than females with very high and very low scores on the test. The research also shows that more male students have some sorts of disabilities that may affect learning abilities. But many of these researches neglect the influence of culture, race, and ethnicity (Woolfolk, 2014).

Quantitatively, learning means cognitive activity or development with as many facts as possible. So in this case it is seen from the angle of how much material is mastered by students. As for the understanding of learning qualitatively is the process of gaining meaning and understanding and achieving thinking power and quality actions in solving various problems that are being face. Based on the understanding of learning above in general it can be concluded that the notion of learning is the stage of changes in all individual behaviors that are relatively settled as a result of experience and interaction with the environment involving cognitive processes.

2.1.3 Reading

Reading is one of the language skills. Reading is an activity to understand reading texts in order to obtain information from the text we read. At the time of reading, usually in the reading text we read contained implicit meanings (hidden meaning) and express (written meaning). Reading is process when readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009:5).

Reading is important thing and gives some advantages to student in learning process. Reading as an interaction between text and reader makes comprehension affected by the variables that govern those two whether these variables are related to the readers or the reading text itself. Male and female differ in their use of strategy of reading and comprehension (Saidi, 2012:231).

Female and male differ in their (motivation, strategy, attitude, learning style, and cognitive abilities). For the correlation between reading motivation and gender, studies show that females are more motivated to reading than their male counterparts (Saidi, 2012:241). Other expert defines reading as an activity in which a readers responds to and make sense of a text being read connected to their prior knowledge (Spratt, Pulveness, and William: 2005:21). Usually readers do this activity because they want to get information from what they read. By doing this, readers will get a new conclusion as they new knowledge. There are several things that affect the development of student learning such as:

First, to create and foster reading comprehension in teacher students requires a strategy to discuss how much students understand. They can use background of knowledge, form questions, search for information, summarize accurately, organize the knowledge they have just discovered, and monitor their understanding when they read books. Second is motivation, students who want to learn and believe in their abilities will achieve more maximal results than forced learning because motivation is a directive that directs someone to do something based on their own inner desires. Third is knowledge, after reviewing their previous knowledge they can record what they can remember and build an

understanding of the topic they are discussing. Even when reading they realize they are adding knowledge and broadening their horizons.

2.1.4 Reading Motivation

Motivation is an influence that causes someone to be passionate about doing something. Interest and Motivation are two things that are interrelated with each other, at abstract. Anytime something with full interest and motivation can be expected to be better. Generally, reading motivation connects with the results of student academic achievement. Motivational and reading studies show that students are more motivated to read the exhibition higher academic achievement than those who are not motivated to read next, students with higher intrinsic motivation indicating higher reading comprehension. Thus by reading a student who is has high interest and motivation to learn so it can be expected to achieve results also high. Motivation is considered a factor quite important for students.

Motivation is something that causes students step up, keep student steady step, and determine where students are try to move (Slavin, 2011). More further, Ormrod (2008: 58) explains that "Motivation is something energize, direct, and maintain behavior so make students move, place students in a certain direction, and keep students going move ". According to Bahri and Corebima (2015: 487) that "Motivation explains the reason why people do a particular thing, makes them keep doing it, and helps them to finish the task". Individual behavior does not always originate from one self, there are always things that are a driving force in doing so that a certain goal is achieved. But many individuals are not aware of

these factors. A source of strength that drives individual activities is called motivation. Example, For example students who read for pleasure and interest in understanding or adding insight are ways of reading highly motivated types of students such as these who usually regard reading as an important part of their daily activities.

Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul, Ahmadi and Pourhosein (2012) reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading. For instance, learners who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension.

2.1.5 Internal and External Factors in Reading Motivation

There are some factors that include reading motivation on the student, namely intrinsic and extrinsic factor. Arnold (2000) stated that intrinsic motivation is learning itself that has its own reward. The point is that students voluntarily learn for themselves. Intrinsic motivation comes from the self or innate

self so students do not need rewards to do it because it is an inner encouragement from each student and comes from their own desires. One way to give intrinsic motivation is to create a supportive classroom atmosphere. Inner desire and internal needs and wants are defined as intrinsic motivation. For example, students would study more if they have an individual attention in what they are learning about and are permitted to select their own activities (Ryan & Deci, 2000). An activity carried out with its own desires results will be better more than something that is done by force. The others intrinsic motivation in reading includes reading involvement, an enjoyment of experiencing different kinds of literary or informational texts. The notion of involvement in reading refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting, reading importance as reading as an aspect work on subjective task values.

Next is extrinsic motivation, according Arnold (2000), extrinsic motivation is a desire to obtain a reward. However, extrinsic motivation has a negative effect on the development of student learning, because it is driven by the likes of gifts or other awards so the desire to learn comes not because of themselves. Student learning motivation caused by teaching a reward will encourage students to have hard fruit to get it, but when they have received the reward or gift, the intention to study hard is gone. Hairul, Ahmadi, and Pourhosein (2012) say that extrinsic motivation refers to doing an activity only for the pleasure of the action itself is more than its instrumental value. So intrinsic motivation only lasts as long as there is a reward after doing it but it will dim if the challenge period is over. The other aspects of extrinsic reading motivation are

reading for competition, the desire to outperform others in reading. These different dimensions of motivation reflect the fact that children do much of their reading in school, where their reading performance is evaluated and compared to others" performance, reading for social reasons or the process of constructing and sharing the meanings gained from reading with friends and family and reading for compliance, or reading to meet the expectations of others.

2.2 Previous Study

There have been many studies conducted to find different reading motivation from students. One of them is the research conducted by Ima Hartati 2015. Her research was entitled "Correlation Between Reading Motivation and Reading Comprehension of First Year Students at Pekanbaru Satuna Vocational School". Her research was conducted to show a significant correlation between student motivation and reading comprehension. The aim is to determine the relationship between student motivation in reading and the ability of students to understand the text. The difference with this study is that researchers want to know the influence of gender in reading motivation. The next study was conducted by Seli Marsela entitled "The Correlation Between Reading Motivation and Reading Comprehension of the Eleventh Grade Student of MAN 2 Palembang. Her purposed in this study are to find out the significant correlation between reading motivation and reading comprehension achievement and significantly influences.

2.3   Conceptual Framework

A conceptual framework derived from those concept above will be presented as follow:

Reading is an activity the more important in the learning process. To get information the student should reading as well. In a school case reading is an essential skill because the students face written text in their textbooks almost every day. But this activity should support by teaching strategy and motivation. Male and female has different motivation in learning. Therefore, teacher should know what the student needed in improve learning motivation in the class. For students learning English has including difficulties lessons because of the different ways of reading and words. The student are not able to comprehend a passage well so that they can`t get the information of the passage. But sometimes female students have more interest in learning and exploring things that were not known before. So the researcher will discussed about different motivation between male and female in reading activity.

Figure 2.1: Conceptual Framework

2.5 Hypothesis

Based on the description above, a hypothesis can be formulated as follows.

1. There is a positive and significant relationship between reading motivations and genders.

2. There is a positive and significant relationship between reading

   achievement and genders.

CHAPTER III
RESEACH METHOD

3.1 Research Design

The research method used in this study is research correlation, where this study aims to find a relationship between two or more variables, namely reading motivation and reading achievement between genders. The procedure would be that, first the researcher identifies students reading motivations by using questionnaire. Second, reading test will giving to measure student ability. And the last is explanation and interpretation of the result would be discussed. In this study there are two variables, namely one independent variables and one dependent variable. According to Umar (2003: 63) Independent variable (free) is a variable that explains or influences other variables, while the dependent variable (dependent) is the variable described or which is influenced by independent variables. The independent variable in this study are genders (X1) and reading motivation (X2), while dependent variable is reading achievement (Y). The variable will show as follow:
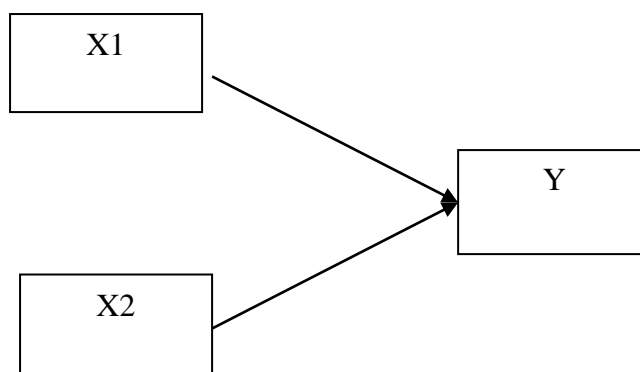
Figure 3.1 Relationship Between Variable In This Research

Explanations

X1 : Genders

X2 : Reading Motivations

Y : Reading Achievement

3.2 Location and Time

This research will conduct at the SMP Muhammadiah 7 Medan, Jalan Pelita II Sidorame, Kecamatan Medan Timur. The reason for choosing this school is the interest of the researchers themselves who have also practiced teaching here. This research will conduct on 2019. It`s setting in the English class of second grate at SMP Muhammadiyah Medan consist of two classroom VIII-[1] and VIII[2]. There are 60 students totally, so there are about 30 students for each class. This school has some office room, first for headmaster and teachers, and other rooms are like laboratory science and computer, canteen, school health unit, basketball field, library, mosque, and toilets. So there are so many facilities to support teaching learning process in this school.

3.3 Population and Sample

1. Population

The population is the whole of the research object in the form of a collection or is a generalization area consisting of objects or subjects has certain qualities and characteristics determined by the researcher to learn then

Sugiyono's conclusion (2011: 61). The population on this study is all of the students SMP Muhammadiyah 7 Medan.

2.   Sample

Samples are part of the number and characteristics possessed by Sugiyono population (2011: 62). Sample of the study are the student class VIII[1] and VIII[2] consist 60 students and 30 students each class. The researches classified the sample as follow

Table 3.1
Populations and Sample

No	Class	Number of the students		Total
		Male	Female	
1.	VIII[1]	13	17	30
2.	VIII[2]	16	14	30
Total		29	31	60

3.4   Research Instrument

Research instrument is the tool to conduct a research. The instruments used in this research were questionnaire and reading test. First, the researcher will provide questionnaires to students consisting of 20 related statements about reading motivation and 2o related questions about reading comprehension. After that, to further strengthen the existing data, the researcher gave a test to students, namely a reading test by giving a discourse based on descriptive and narrative text.

3.4   Technique of Collecting Data

To get the data, the researcher used data collecting technique as follow:

a.   Reading Test

This instrument is used to measure students' abilities in understand discourse. Understanding is also intended to understand the contents of the reading, look for relationships between things, and so on. The reading ability test level for this level of understanding is not classified as difficult, still in simple level cognitive activity even though it is higher than just memory ability. To collect the data the researchers used multiple-choice test. The total number of test items was 20 questions provided with four choices for each question. The reading comprehension test consisted of descriptive and narrative text. Each aspect of reading comprehension had some questions. The time allocated for doing the test was 45 minutes. The scoring process of student answers will be carried out by using formulations (Score $\frac{C}{N}$ x 100), N= number of questions and C= Correct Answer.

b.   Questionnaire

In research that uses quantitative, questionnaires are one of the important tools for data collection therefore, researchers must make questionnaires properly (Sarwono, 2006:28). Questionnaire provides an overview of the answers given respondents, both anonymous and named. Anonymous questionnaire have a good because the respondent is free to express his opinion. In the survey method requires primary data with use questionnaires as a means of retrieving data. The survey method is a primary data collection method use oral or written questions.

This method requires existence of contact or relationship between researcher and respondent for obtain the required data.

To investigate relationship between gender motivations in reading achievement, the researcher used questionnaire to compare differentiate two group they are male and female. The participants are 60 student and they have to answer teen question. The questionnaire have four statement where for each statement has each value like strongly agree (4), agree (3), disagree (2), strongly disagree (1).

3.5   Data Analysis

Data analysis is the process of selecting, simplifying, focus, abstract, organize data systematically and rational in accordance with the objectives of the study, as well as describing the results data the study was to use the table as a tool for makes it easy to interpret. Then the research data on each table is interpreted (taking meaning) in narrative form (description) and conclusions are made. In this research there are two variables, namely two independent variables or predictors consisting of reading motivation and reading achievement.

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consisting of reading motivation and reading achievement, and one dependent variable or criterion namely gender.

After the data have been obtained, the researcher analyzed the data using several steps. The researcher used a series process of the data analysis proposed by Sarwono (2006). The steps are deliberated in the following:

1. Collecting the Data

    The researcher collected data by distributing questionnaires and reading tests to measure students' abilities and motivation in reading.

2. Editing the Data

    The editing is process by which researchers clarify consistency and completeness of the data has been collected. The clarifications process involved providing and explanations of whether the collecting data will create conceptual of technical problems when the researchers conduct data analysis.

3. Developing variable

    Variable developing is the specifications of all variables needed by the researches which include the collecting data.

4. Coding the Data

    Giving code to the data is intended to translate data which will usually be changes in the forms of numbers. So the researches will more easily process the data into software. An example of coding the data is there are questions that use "yes" and "no" answer that can be coded 1 in " yes" and 2 in "no".

5. Make Data Structure

The researchers create the data structure that included all the data needed. The data can come from questionnaire and reading test that have been carried out by researches. Simple data can be collected into data structure that contains information about the relationship between variable.

6. Tabulations

Tabulations is an activity of describing respondent in a certain way. The tabulations can also e used to create descriptive statistics for the variable studied or the variable to be cross tabulations.

7. Normality Test

Data normality test aims to test whether the data from each research variable is normal distributions or not. For identifying normality distributed data is looking by the significant value that is if each variable has value greater than 0.05, it can be concluded that the variable research is normally distributed. Data analysis can be continued if the data is normally distributed.

8. Hypothesis Test

Hypothesis test is used to test the first hypothesis and second, to test the coefficients between the independent variables with the dependent variable. To test the direction of the relationship between variables free with dependent variables, the formula used is correlation Product Moment. Interpretation of the correlation coefficient value of the results the calculation is as follows.

1) If the correlation coefficient is positive, then the relationship between variables free with dependent variable is a directional relationship, in other words the increase in the independent variable increases also the dependent variable.

2) If the correlation coefficient is negative, then there is a relationship opposite between the independent variable with the dependent variable, with other words the increase in the independent variable is then followed by decreasing dependent variable.

CHAPTER IV
DATA ANALYSIS AND RESEARCH FINDINGS

4.1 Data Analysis

The objective of this research is to find out the relationship between gender`s motivation and reading achievement at SMP Muhammadiyah 7 Medan. The data was collecting by using multiple choice and questioner. The validity and reliability was known by doing this research. There were two kinds of research findings in this study: (1) the result of the student male and female reading motivation (2) the result of the student male and female reading achievement. Category description is an interest factor learning and the quality of student learning outcomes in SMP Muhammadiyah 7 Medan to see the level of their respective interest. Variables can be seen in the distribution of categorization of each variable. The level of freedom is divided into 3 namely high, medium, and low.

4.1.1 Reading Motivation

This study examined sex differences in reading skill and reading motivation, investigating whether these differences could be better accounted for by sex, or by gender identity. Sixty students at SMP Muhammadiyah 7 Medan was completed a reading comprehension assessment and reading motivation questionnaire and a gender role questionnaire. And the result show girls had significantly higher intrinsic reading motivation. However, responses to intrinsic motivation were better explained by gender identity than sex. In addition, a

feminine identity was more closely associated with many different aspects of reading motivation than a masculine identity. Implications for our understanding of sex differences in reading are discussed.

In this study, researchers conducted the research on the reading motivation in English books on students based on sex. This questionnaire consists of two variables namely intrinsic and extrinsic motivation.

a.   Intrinsic Motivations

Intrinsic motivation are motives that become active or functioning do not need to be stimulated from the outside, because in every individual there is already an urge to do something. For example someone who likes to read, there is no need to order or encourage him, he has been diligently looking for books to read. Then when viewed in terms of the objectives of the activities carried out (for example learning activities), what is meant by this intrinsic motivation is to want to achieve the goals contained in the act of learning itself.

The questions of each indicator are set out in the following table:

Table 4.1
Intrinsic Motivation

No.	Code	Statement
1.	IM 1	I have read English textbooks every day before going to bed
2.	IM 2	I have prepared an English textbook before the teacher enters the class
3.	IM 3	I read an English book 15 minutes before the teacher entered the class

4.	IM 4	Reading English books is an interesting thing for me
5.	IM 5	My interest in English books depends on the title of the book
6.	IM 6	Reading an English book is something that is very boring for me
7.	IM 7	I often forget what I just read
8.	IM 8	I can't conclude what I just read
9.	IM 9	I was very lazy when told to read English books
10.	IM 10	I don't like to read anything that is in English

1.1 Descriptive Statistics of Variable Analysis Intrinsic Motivations

Descriptive statistical analysis of the variables was used to determine the answers to the questionnaire. There are 4 categories of answer choices namely strongly agree, agree, disagree and strongly disagree. The data collected is then tabulated to determine the distribution of respondents' answers from each indicator on each variable

1.2 Frequency of Answers To Intrinsic Motivation Variables In Female and Male Students

Table 4.2
Intrinsic Motivations of Female Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	

IM 1	4	13 %	5	17 %	12	40%	9	30 %	3
IM 2	3	10 %	2	7 %	10	33%	15	50 %	4
IM 3	6	20 %	9	30 %	13	43 %	2	7 %	3
IM 4	5	17 %	2	7 %	10	33 %	13	43 %	4
IM 5	9	30 %	7	23 %	11	37 %	3	10 %	3
IM 6	14	47 %	8	27 %	5	17 %	3	10 %	1
IM 7	11	37 %	9	30 %	9	30 %	1	3 %	1
IM 8	8	27 %	13	43 %	7	23 %	2	7 %	2
IM 9	15	50 %	3	10 %	6	20 %	6	20 %	1
IM 10	7	23 %	13	43 %	7	23 %	3	10 %	2
Total	82		71		90		50		

For more detail the data will present on the statistical table and classified female reading motivation based of modus above:

Table 4.3
Table of Statistic Male Respondent Answer in Intrinsic Motivation

Indicator	Female Respondent Answer			
	Agree	Percentage %	Disagree	Percentage %
IM 1	21	67.7 %	8	25.8 %
IM 2	25	80.6 %	6	19.3 %
IM 3	15	48.3 %	16	51.6 %
IM 4	23	74.1 %	8	25.8 %
IM 5	14	45.1 %	17	54.8 %
IM 6	9	29.0 %	24	77.4 %
IM 7	5	16.1 %	20	64.5 %
IM 8	15	48.3 %	21	67.7 %

IM 9	7	22.5 %	18	68.0 %
IM 10	16	51.5 %	20	64.65 %

The frequency of female respondent answers on intrinsic motivations variables is presented in the table above. From the table it can be seen that the frequency distribution of intrinsic variables when viewed from modus, then the choice of the most answers is agree, this shows that female respondents were highly motivated and felt that reading an English book was interesting.

Table 4.4
Frequency Intrinsic Motivations of Male Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	
IM 1	19	65 %	5	16 %	3	10%	2	7 %	1
IM 2	11	37 %	9	30 %	6	20 %	3	10 %	1
IM 3	6	20 %	6	20 %	14	47 %	3	10 %	3
IM 4	13	43 %	10	33 %	5	17 %	1	3 %	1
IM 5	8	27 %	9	30 %	6	20 %	6	20 %	2
IM 6	3	10 %	7	23 %	5	17 %	14	47 %	4
IM 7	9	30 %	8	27 %	8	27 %	4	13 %	1
IM 8	2	7 %	3	10 %	9	10 %	15	50 %	4
IM 9	2	7 %	5	17	9	10 %	13	43 %	4
IM 10	9	30 %	7	4	7	4 %	6	20 %	1
Total	82		69		72		67		

For more detail the data will present on the statistical table and classified female reading motivation based of modus above:

Table 4.5
Table of Statistic Male Respondent Answer in Intrinsic Motivations

Indicator	Male Respondent Answer			
	Agree	Percentage %	Disagree	Percentage %
IM 1	5	17.2 %	24	82.7 %
IM 2	9	31.0 %	20	68.9 %
IM 3	17	58.6 %	12	41.3 %
IM 4	6	20.6 %	23	79.3 %
IM 5	12	41.3 %	17	58.6 %
IM 6	19	65.5 %	10	34.4 %
IM 7	12	41.2 %	17	58.6 %
IM 8	24	82.7 %	5	17.2 %
IM 9	21	72.4%	7	24.1 %
IM 10	10	34.4 %	16	55.1 %

The frequency of responses of the most male respondents to the intrinsic motivation variable is strongly disagree from number 1 until 5 and agree from number 6 until 10. This shows that male students tend not to like English lessons and think English are difficult and boring lessons.

b. Extrinsic Motivation

Extrinsic motivation is active and functioning motives due to external stimuli. For example, someone learns, knowing tomorrow morning they will take an exam in the hope that they will get good grades, so that they will be praised by

their girlfriends or friends. So what is important is not because learning wants to know something, but wants to get good grades, or to get a prize. So when viewed in terms of the purpose of the activities it does, it does not directly cling to the essence of what is done. Therefore extrinsic motivation can also be said as a form of motivation in which learning activities begin and continue based on external encouragement that is not absolutely related to learning activities.

General extrinsic motivation is prizes such as money and value, coercion and the threat of punishment. Competition is generally extrinsic because it encourages players to win and beat others, not to enjoy the intrinsic benefits of activities. Crowds cheering on individuals and trophies are also extrinsic incentives.

The questions of each indicator are set out in the following table:

Table 4.6
Extrinsic Motivation

No	Code	Statement
1.	EM 1	I will be more eager to learn English if there is a threat or punishment
2.	EM 2	I really enjoy learning English if I get a gift and praise
3.	EM 3	My learning motivation will arise if there is support from my family
4.	EM 4	I will be more enthusiastic in learning English if I have a good relationship with the teacher
5.	EM 5	I will be more enthusiastic in learning English if I have good

		relationships with classmates
6.	EM 6	I like learning English because my parents at home often speak English in communication
7.	EM 7	I will be more enthusiastic in learning English if I have a complete dictionary
8.	EM 8	I like learning English because the way the teacher is very pleasing
9.	EM 9	In my environment English is a daily language
10.	EM 10	I will be more active in learning English if there is competition or competition

1.3 Frequency of Answers To Extrinsic Motivation Variables In Male and Female Students

Table 4.7
Extrinsic Motivations of Female Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	
EM 1	9	30 %	5	17 %	12	40 %	4	13 %	3
EM2	1	3 %	2	7 %	13	43 %	15	7 %	3
EM 3	6	20 %	9	30 %	13	43 %	2	7 %	3
EM 4	5	17 %	2	7 %	9	30 %	14	47 %	4
EM 5	9	30 %	10	33 %	9	30 %	3	10 %	2
EM 6	14	47 %	8	27 %	5	17 %	3	10 %	1
EM 7	12	40 %	9	30 %	8	27 %	2	7 %	1

EM 8	12	40 %	13	43 %	3	10 %	2	7 %	2
EM 9	15	50 %	3	10 %	6	20 %	6	20 %	1
EM 10	10	33 %	9	30 %	7	23 %	4	47 %	1
Total	93		70		85		55		

For more detail the data will present on the statistical table and classified

female reading motivation based of modus above:

Table 4.8
Table of Statistic Female Respondent Answer in Extrinsic Motivations

Indicator	Female Respondent Answer			
	Agree	Percentage %	Disagree	Percentage %
EM 1	16	51.6 %	15	48.3 %
EM 2	28	90.3 %	3	9.6 %
EM 3	15	48.3 %	15	48.3 %
EM 4	23	74.1 %	7	22.5 %
EM 5	12	38.7 %	19	61.2 %
EM 6	8	25.8 %	22	70.9 %
EM 7	10	32.2 %	21	67.7 %
EM 8	5	16.1 %	25	80.6 %
EM 9	12	38.7 %	18	58.0%
EM 10	11	35.4 %	19	61.2%

The frequency of female respondent answers on intrinsic motivations

variable is presented in the table above. From the table it can be seen that the

frequency distribution of intrinsic variables when viewed from modus, then the

choice of the most answers is agree, this shows that female respondents were

highly motivated and felt that reading an English book was interesting.

Table 4.9
Frequency Extrinsic Motivations of Male Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	
EM 1	11	38 %	12	41 %	4	13%	4	13 %	2
EM2	2	7 %	3	10 %	5	17 %	19	65 %	4
EM 3	13	44 %	7	24 %	5	17 %	4	13 %	1
EM 4	11	38 %	10	34 %	6	21 %	2	7 %	1
EM 5	9	31 %	12	41 %	7	24 %	1	3 %	2
EM 6	9	31 %	9	31 %	10	34 %	1	3 %	3
EM 7	7	24 %	8	27 %	5	17 %	9	31 %	4
EM 8	12	41 %	8	27 %	7	24 %	2	7 %	1
EM 9	12	41 %	13	45 %	6	21 %	2	7 %	2
EM 10	5	17%	12	41 %	8	27 %	3	10 %	2
Total	86		69		55		44		

For more detail the data will present on the statistical table and classified

female reading motivation based of modus above:

Table 4.10
Table of Statistic Male Respondent Answer in Extrinsic Motivations

Indicator	Male Respondent Answer

	Agree	Percentage %	Disagree	Percentage %
EM 1	8	25.8 %	23	74.1 %
EM 2	24	77.41 %	5	16.1 %
EM 3	9	29.0 %	20	64.5 %
EM 4	8	25.8 %	21	67.7 %
EM 5	8	25.8 %	21	67.7 %
EM 6	11	35.4 %	18	58.0 %
EM 7	14	45.16 %	15	48.3 %
EM 8	9	29.0 %	20	64.5 %
EM 9	8	25.8 %	25	80.6 %
EM 10	11	35.4 %	17	54.8 %

From the data above, the table shown male respondent of variable extrinsic motivations answer the most disagree, but in point two almost of the student choices agree. Its mean extrinsic motivations can be create from the strategy or teaching method by using giving something or reward for pushing students learning motivations.
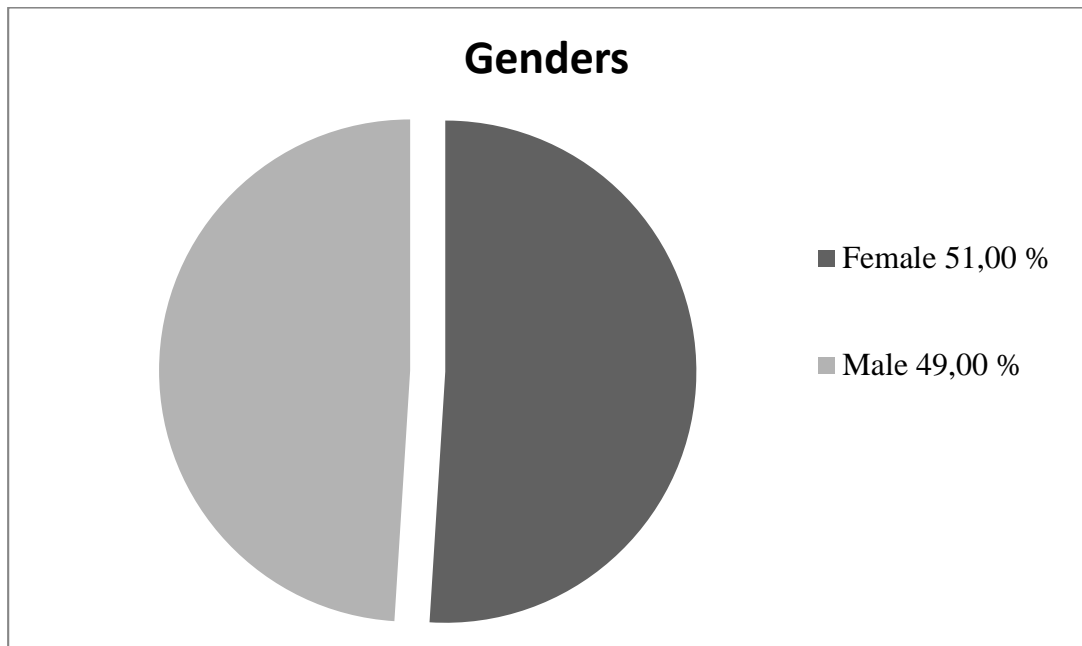
Figure 4.1 Respondent Data Base on Genders

In the data above it can be seen that female respondents amounted to 51,00 % while male respondents amounted to 49,00 %.

Based on the table above, the motivations between male and female students can be classified as follow:

Table 4.11
The Result of Male and Female Students Motivations Based on Genders

Genders	Mean	Std. Deviations
Female	74.5	16.1
Male	68	25.1

1. **Reading Achievement**

    2.1   **Reading Achievement of Female Students**

Student reading motivation of female genital description of student learning motivation data that is female sex can be seen in table 8 below.

Table 4.12
Frequency Distribution and Percentage of Female Students Reading Achievement

Interval Class	Categories	Frequency	Percentage %
40-49	Very Low	4	13.3 %
50-59	Low	4	13.3 %
60-69	Enough	4	13.3 %
70-79	Medium	2	6.6 %
80-89	High	9	30 %
90-95	Very High	4	13.3 %

Table above shows that most learning motivation of female students are in the very low categories is 13.3 % (four people), in low categories 13.3 % (four people), enough categories 13.3 % (four people), in medium categories 6.6 % (two people), in high categories 30 % (nine people) and very high categories 13.3 % (four people). So on average of thirty female student reading comprehensions achievement is at high category.

For more detail, the percentage of the data reading achievement of female students will shown on the following diagram :
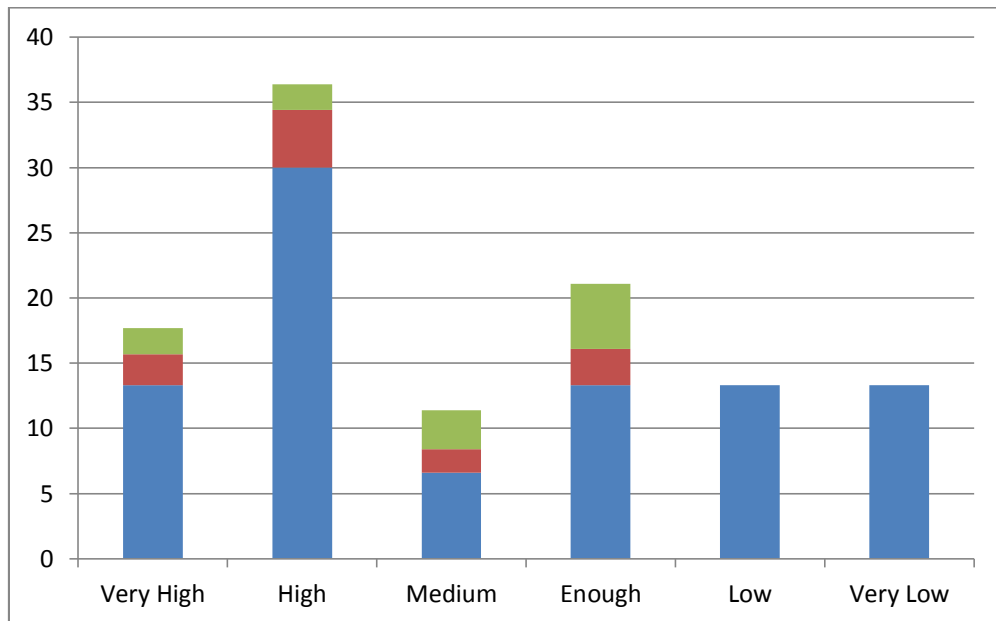
Figure 4.2 Distribution Diagram Categories for Reading Achievement

of Female Students

2.2 Reading Achievement of Male Students

Student reading achievement can be seen as table above.

Table 4.13

Frequency Distribution and Percentage of Male Students Reading Achievement

Score Interval	Categories	Frequency	Percentage %
30-42	Very Low	20	68.9 %
43-55	Low	3	10.3 %
56-68	Enough	-	0 %
69-81	Medium	5	17.2 %
82-84	High	1	3.4 %

Table above shows that most learning motivation of Male students are in the very low categories is 68.9 % (twenty people), in low categories 10.3 % (three people), enough categories 0 % (nothing), in medium categories 17.2 % (five people) and in high categories 3.4 % (one people). So on average of twenty nine male student reading comprehensions achievement is at very low category.

For more detail, the percentage of the data reading achievement of male students will shown on the following diagram :
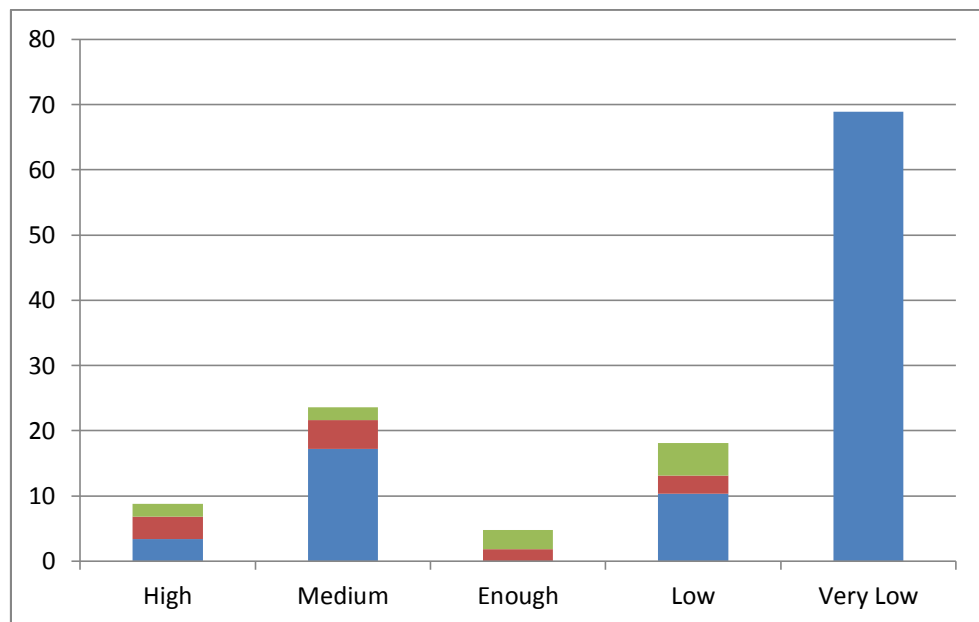
Figure 4.3 Distribution Diagram Category for Reading Achievement of Male Students

4.2   Normality Test

Data normality test is a form of testing about the normality of data distribution. The purpose of this test is to determine whether the data collected is normally distributed data or not. The purpose of normally distributed is the data

will follow the form of a normal distribution in which the data focus on the average and median values. The formula used for the normality test is the quadratic formulas (chi squared).

Table 4.14
Normality Test of Students Reading Achievement

Data	Median (x$_i$)	F (f$_i$)	f$_i$ x$_i$	x$_i^2$	f$_i$ x$_i$
30 – 40	35	8	240	1225	9800
41 – 51	46	10	460	2116	21160
52 – 62	57	14	798	3249	45486
63 – 73	69	14	966	4761	66654
74 – 84	78	10	780	6084	60840
85 – 95	90	4	360	8100	32400
Total		$\sum f_i=60$	$\sum f_i x_i=3604$		$\sum f_i x_i^2=236340$

4.2.1 Standard Deviations

In statistics and probabilities, the standard deviation or standard deviation is the most common measure of statistical distribution. In short, it measures how the data values are spread. Can also be defined as, the average distance deviation of data points is measured from the average value of the data. Standard deviations on this study can be seen as follow:

$$X = \frac{\sum fixi}{\sum fi} = \frac{3604}{60} = 51.06$$

$$SD = \sqrt{\frac{\sum fixi2}{n} - \left(\frac{\sum fixi}{n}\right)}$$

$$= \sqrt{\frac{236340}{60} - \left(\frac{3604}{60}\right)}$$

$$= \sqrt{3879}$$

$$= 62$$

4.2.2 Chi Quadrant

In probability and statistical theory, the chi-square distribution or the X^2 distribution is often used in inferential statistics or hypothesis testing.

Table 4.15
Table of Chi Quadrant *(X^2)*

Data	Observation Frequency (O_i)	Limit Class	Z Value	Interval Class	Expectations Frequency (E_i)	$\frac{(Oi - Ei)2}{Ei}$
30 – 40	8	29.5-40.5	-1.98&-1.31	0.0612	1.9584	2.1283
41 – 51	10	40.5-51.5	-1.31&-0.63	0.1692	5.4144	0.0317
52 – 62	14	51.5-62.5	0.63&0.04	0.2917	8.0544	0.1380
63 – 73	14	62.5-73.5	0.04&0.72	0.2482	7.9424	0.0004
74 – 84	10	73.5-84.5	0.72&1.39	0.1535	4.9120	0.0015
85 – 95	4	84.5-95.9	1.39&2.13	0.0657	2.1024	0.3832
Total	$\sum f_i = 60$	$X^2count = \sum \left(\frac{(Oi - Ei)}{Ei}\right)$				2.6831

This table shown chi square is $(X^2) = 2.6831$.

4.3 Correlations Pearson Product Moment ®

Pearson Product Moment is a measure of correlation used to measure the strength and direction of a linear relationship of two variables. Two variables are said to be correlated when changes in one variable are accompanied by changes in

other variables, both in the same direction or the opposite direction. It must be remembered that the correlation coefficient values is small (not significant) does not mean that the two variables t are not interconnected.

To determine how strong the relationship between reading motivation and reading achievement by sex, the following steps can be taken as follow:

a. Hypothesis

H_0 = There is no a significant relationship between gender, reading motivations and reading achievement (Ha : r = 0)

H_a = There is a significant relationship between gender, reading motivation and reading achievement (Ha : r ≠ 0)

b. Relationship between genders` motivations and reading achievement at SMP Muhammadiyah 7 Medan

Reading Motivations (x) :82,71,90,50,93,70,85,55,82,69,72,67,86, 69,55,44

Reading Achievement (y):40,65,70,75,80,85,90,95,30,59,60,75,80, 89,90,95

Table 4.16
Result of Reading Test

Female Group	Male Group
40	30
65	59
70	60
75	75
80	80
85	89
90	90

43

95	95
X1 = 600	X2 = 578
X1 = 75	X2 = 72.2
$S1^2 = 7167$	$S2^2 = 10844$
$N^1 = 8$	$N^2 = 8$

$$T_{count} = \frac{75-72.2}{\sqrt{\frac{7(7176)+7(10844)1+1/8}{8+8-2}}}$$

$$= 2.76$$

$$T_{table} = (n^1+n^2-2)$$

$$= 14$$

$$\alpha = 0.05$$

Table 4.17
Relationship Between Genders Motivations and Reading Achievement
at SMP Muhammadiyah 7 Medan

No	X	Y	X^2	Y^2	XY
1	82	40	6724	1600	10038400
2	71	65	5041	4225	122188225
3	90	70	8100	4900	39690000
4	50	75	2500	5625	14062500
5	93	80	8649	6400	55353600
6	70	85	4900	7225	35402500
7	85	90	7225	8100	58522500
8	55	95	3025	9025	27300625

9	82	30	6724	900	6051600
10	69	59	4761	3481	16573041
11	72	60	5184	3600	18662400
12	67	75	4489	5625	25250625
13	86	80	7396	6400	47334400
14	69	89	4761	7921	7711881
15	55	90	3025	8100	24502500
16	44	95	1936	9025	17475400
∑	1086	1078	84440	92152	27673522510

Based on the above table, the following results are obtained

$\sum (x)$ = 1086

$\sum (y)$ = 1078

$\sum (x^2)$ = 84440

$\sum (y^2)$ = 92152

$\sum (x.y)$ = 27673522510

N   = 16

Formulations :

$$r_{xy} = \frac{n.\sum x.y - (\sum x)(\sum y)}{\sqrt{[n.\sum x2 - (\sum x)2][n.\sum x2 - (\sum x)2]}}$$

$$r_{xy} = \frac{16.(27673522510) - (1086.1078)}{\sqrt{[16.(84440) - (1086)][16.(84440)2 - (1086)2]}}$$

$$r_{xy} = \frac{26}{\sqrt{1216{,}6}}$$

$$r_{xy} = 0.745$$

In the table shown that the correlations between genders motivations and reading achievement is a significant by the coefficient correlations for reading motivations is 0,745. That can be considered as moderate level. It shown that, gender has more roles in students reading motivations and reading achievement comprehensions.

4.3.1 Determine the Real Level

The significant level $\alpha = 0.01$ or $\alpha = 0.05$, if $\alpha = 0.01$ so:

a. Degree of Freedom

   df= Class Amount – 3

   $= 6 - 3$

   $= 3$

b. The significant level $\alpha = 0.01$ or $\alpha = 0.05$, if $\alpha = 0.01$ so:

   $X^2_{Table} = X^2 (1- a)(df)$

   $= X^2 (1- 0.01)(3)$

   $= X^2(0.09)(3)$

c. the result can be seen of the table $X^2 0.09)(3)=11$.

Table 4.18
List of Chi Square (X^2)

Data	$X^2 0.99$	$X^2 0.92$
1	6.63	3.84
2	9.31	5.99
3	11.3	7.81
4	13.3	9.49
5	15.1	11.1

Based on calculations that have been done in the table, the following values are obtained :

$$X^2_{count} = 2.6831 \text{ and } X^2_{table} = 11.3$$

So H_0 is accepted, it`s means there is a significant relationship between genders and reading motivations.

4.4 Hypothesis Test

Hypothesis testing is used to infer the result of a hypothesis performed on sample data from a larger population. The test tells the analyst whether or not his primary hypothesis is true. Statistical analysts test a hypothesis by measuring and examining a random sample of the population being analyzed.

H_0 = There is a significant relationship between genders, motivations and reading achievement

H_a = There is no a significant relationship between genders, motivations and reading achievement.

Based on normality test shown H_O was accepted, it`s means there is a significant relationship between genders and reading motivations.

Table 4.19
The Results of the Regression Coefficient

Model	Un Standardized Coefficient	Standardized Coefficient	T	Sign

	B	Std. Error	Beta		
(Constant)	51.509	3.050		16.888	.000
Genders	.159	0.52	333		
Reading Motivations	.103	025	428	3036	.003

a.   Dependent Variable : Reading Achievement

Based on table 4.9 shows the regression coefficients obtained namely

$Y = 51.509 + 0.159\ X1 + 0.103\ X2 + 1.485\ Di + E$. The regression equation has

the following meanings:

1. Constants = 51,509

If the attitude, motivation and gender variables are absent, then students' reading

achievement will be 51,509

2. Coefficient X1 (genders) = 0.159

If the attitude increases by 1 point while learning motivation and permanent

gender, it will cause an increase in reading achievement amounted to 0.159

    3. Coefficient X2 (reading motivation) = 0.103

4.5   Simultaneous Hypothesis Testing (Test F)

        Simultaneous hypothesis testing is used to determine the extent genders

variable and reading motivation have an effect on English reading achievement

simultaneously. The results of the regression analysis are complete can be seen in the table:

Table 4.20
Simultaneous Result Test
Anova

Model	Sum of Square	Df	Mean Square	F	Sign
Regression	699.029	3	233010	33.262	.000[a]
Residual	462.343	66	7.225		
Total	1661.371	69			

a.   Predicator: (Constant), Genders , Reading Motivations

b.   Dependent Variable: Reading Achievement

Base on the table above the results of simultaneous tests using analysis of variance for regression obtained by Fcount 33.262 with a significance value of 0.000. Because the significance value <level of significance (0.05) can be concluded that simultaneous genders, and motivation are read affect reading achievement. Therefore, the hypothesis is reads a positive influence between genders, motivation to read and achievement reading English students of SMP Muhammadiyah 7 Medan are accepted.

4.6   Discussion

It has been discussed in the previous chapter, the writer try to find the answer of the question relationship between genders motivation and reading achievement at SMP Muhammadiyah 7 Medan. After analyzing the data, the writers find out the correlation of gender motivation and reading achievement on the students. And it shown that the female students more has a good or high

motivations on reading that the male students. It`s suitable with the statement in previous study by Ima Hartati was entitled " Correlations Between Reading Motivations and Reading Comprehensions" and Seli Marcela entitled " The Correlations Between Reading Motivations and Reading Comprehensions of Eleventh Grade Student of MAN 2 Palembang. Both of the study stated the higher the motivation to read, the higher the reading achievement. But they studies only to determine the relationship between student motivations in reading and the ability of the students to understand the text. The differentiated with this study is the researcher want to find out the relationship between reading motivations and reading achievement based on genders. It can be seen from the statement as follow:

1. **Students' Reading Motivation of Female**

    The results showed that student learning motivation is manifold female genitals as a whole are in the high category. Total 9 of 31 students or about 30 % students have high reading motivations. Its means more out of three quarters of female students who are can be research samples have high learning motivation.

2. **Students' Reading Motivation of Male**

    The results showed that student learning motivation is manifold male genitals as a whole are in the high category. A total of 29 out of male students or about 68.8 % of students have a low reading motivation and reading comprehensions. Its mean male student has low reading achievement and motivation that female student.

3. **Differences in Reading Motivation Between Male and Female Student**

The results showed that there are significant differences between the learning motivation of students of type female and male genitals. The matters see from the coefficient Sig α of 0.025 ≤ 0.05. Motivation of students' learning type female genitalia has an average score higher than students of the type male genital. Based on research findings, female students overall average motivational score learning that is in the high category. Can be said based on the results of this study, student`s women are more motivated compared to male students. If related to the term gender is word absorption from English.

4.7 Interpretations

Based on the analysis the result of the questionnaire and reading test, it revealed the motivations had a positive significant correlation with reading achievement and genders. Based on the product moment correlations, it was found that there was medium significant correlation between reading motivation and genders at SMP Muhammadiyah 7 Medan. Which indicate that reading motivations and had medium relations to their reading achievement. The explanations to support finding is that from eight grade student.

The researchers believe that not only motivations of student which can guarantee them success in English learning, but student also must other personality factors it`s like interest, intelligence, etc and make sure external factors like media, learning method, teachers and etc. some expert said there is two of the biggest influence on reading are teacher and parents role. If the student

positively exposed to reading outside of the school, the students will be more motivated to read in school.

In addition to look deeper, into detail process of the reading the writer perceived there were some factors affecting the result of the present of study such us the controlled situations in which the questionnaire were completed. For example, noise distractions, discussing questionnaire and responses with other respondent to complete the questionnaire honesty and seriousness given to fill out the questionnaire or event respondent health was not good. Environmental conditions that impact the learners who try to read a passage. Readers may have a lot problem to understand the text on a organized environment that those who read a calm and control face.

If learners are in unsafe place, they find out the difficult to focus on their reading. When there are in safe environment, their reading comprehensions will better. Readers will lose their concentrations in understanding a text when there are noises like television or radio. Although there is not much research on reading motivations and reading achievement support the finding of this study. The result of this research present study was in accordance based in the result Harati (2009) ho found the coefficient correlations between reading motivations and reading achievement. It means that there was medium relationship between reading motivations and reading achievement between genders.

There are two factors influences the student reading achievement beside motivations and there are related one another. There are internal and external factors. The internal factors mean something which comes from the readers

himself or usually knows as personal factors, because the factor has exited inside the readers. This factors deal with self-motivations and interest. The external factor has close relationship with reading material and teachers of reading. The student achievement in reading depends on the levels of difficulty of the text. It can influence the student achievement if the text given is not a right level of difficulty of the readers. The teacher in reading should be careful in choosing the text and giving a task because there are related to student reading achievement.

Next, by looking at the result, the writers conclude that motivations influence student reading comprehension achievement and student who have higher motivations tend to have better of reading achievement. While, the rest of the student who had high motivations, they did not get high score in reading test. This phenomenon was cause by other factors beside motivations such is their intelligence, attitude, interest, etc.

BAB V
CONCLUSION AND SUGESTIONS

5.1 Conclusion

After the writer was conducted at the eighth grade student of SMP Muhammadiyah 7 Medan, some conclusions based on Pearson Product Moment test, it shown that there is correlations between gender` motivations and reading achievement comprehension. The coefficient correlations ($r_{xy}$) obtain was 0,745. Therefore it`s answered the research that there was a relationship between genders` motivations and reading achievement comprehensions.

According to the result of the reading motivations scale the level of eight grades by looking modus of the table female student reading motivations more high then male student.

1. According the result of the reading motivations scale the level of eight grades by looking modus of the table Male student reading motivations are high than female student.

2. The result of reading achievement indicated the female students reading comprehensions belonged to high category and male students are in medium categories.

3. The result of reading achievement indicated the female reading comprehensions belonged to good category and the male ae in medium categories. The research result can be interpreted that student motivations between male and female students are different. It`s means that female students are superior in terms of reading and have high motivation

compared to male students. There are three other factors that are intelligence, attitude and interest. The students who have motivations toward English affect their reading willingness to read as well as their participant and commitment to study well because motivations is one of factor which determines the success of failure in second language learning which can influences frequency of using learning strategy.

5.2 Suggestions

Based on the conclusion about the finding of the study, the researchers would like to suggest the students to keep building their motivations about reading. So it will give positive contributions on their reading comprehensions. Not only for students, but also for the teachers to motivated their students more about the importance of reading to contribute their role as motivator for their student. The researcher would like to propose some recommendations to the English teachers. The teachers should be taken some effort to develop student motivations and encourage them to practice in reading comprehensions. The teachers also need to apply some reading strategies that which are suitable for the levels of the students.

And the last, the researcher would like to recommended other researchers to conduct such research upon other language skills. The purpose is to help the researcher to draw holistic picture about reading motivations and reading comprehension achievement between genders.

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KUESIONER MOTIVASI MEMBACA PADA PELAJARAN BAHASA INGGRIS

Kuesioner ini memiliki 2 bagian yaitu motivasi intrinsic (dari dalam diri sendiri) dan extrinsic (pengaruh dari lingkungan dan orang-orang sekitar)

NAMA   :

KELAS   :

JENIS KELAMIN   :

KETERANGAN

- SS   = SANGAT SETUJU (4)
- S   = SETUJU (3)
- TS   = TIDAK SETUJU (2)
- STS   = SANGAT TIDAK SETUJU (1)

Part 1: Intrinsic Motivation

No.	Pertanyaan	Pilihan Jawaban			
		SS	S	T	STS
1.	Saya sudah membaca buku pelajaran bahasa inggris setiap hari sebelum tidur				
2.	Saya sudah mempersiapkan buku pelajaran bahasa inggris sebelum guru masuk kedalam kelas				
3.	Saya sudah membaca buku bahasa inggris 15 menit sebelum guru masuk ke dalam kelas				
4.	Membaca buku bahasa inggris adalah hal yang				

	menarik bagi saya				
5.	Ketertarikan saya terhadap buku bahasa inggris tergantung dari judul bukunya				
6.	Membaca buku bahasa inggris adalah sesuatu yang sangat membosankan bagi saya				
7.	Saya sering lupa dengan apa yang baru saja saya baca				
8.	Saya tidak bisa menimpulkan aoa yang baru saja saya baca				
9.	Saya sangat malas ketika disuruh membaca buku bahasa inggris				
10.	Saya tidak suka membaca apapun yang berbahasa inggris				

Part 2 : Extrinsic Motivation

No	Pertanyaan	Pilihan Jawaban			
		S	S	TS	STS
1.	Saya akan lebih bersemangat belajar bahasa ingris jika ada ancaman atau hukuman				
2.	Saya sangat senang belajar bahasa inggris jika mendapatkan hadiah dan pujian				

3.	Motivasi belajar saya akan muncul jika adanya dukungan dari keluarga				
4.	Saya akan lebih bersemangat dalam belajar bahasa ingris jika saya memiliki hubungan yang baik dengan guru				
5.	Saya akan semakin semangat dalam belajar bahasa inggris jika saya memiliki hubungan baik dengan teman-teman dikelas				
6.	Saya suka belajar bahasa inggris karena orangtua dirumah juga sering berbahsa inggris dalam berkomunikasi				
7.	Saya akan lebih bersemangat dalam belajar bahasa inggris jika saya memiliki kamus yang lengkap				
8.	Saya suka belajar bahasa inggris karena cara gurunya sangat menyenngkan				
9.	Dilingkungan saya bahasa inggris menjadi bahasa sehari-hari				
10	Saya akan lebih giat dalam belajar bahasa inggris jika adanya kompetisi atau pertandingan				

Instruction: Read the text carefully then answer the questions by giving a cross mark (X) on the answer sheet (a, b, c, d or e).

Passage 1

Read the following text and answer question 1 to 5.

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1. "My classroom is very <u>big</u> ". The underlined word ..

a. Large

b. Great

c. Fat

d. Clean

2. How is the writer's classroom ?

a. It is very big

b. It is very clean

c. It is in front of the school

d. It has forty chairs for students

3. Where does the teacher sit ?

a. In front of the classroom.

b. Behind the whiteboard.

c. Behind the table.

d. Under the map.

4. Where is the whiteboard ?

a. Behind the table.

b. Beside the teacher.

c. Behind the wall

d. Behind the teacher.

5. Does the writer like his class very much ?

   a. No, it is not.

   b. No, it does not.

   c. Yes,it is.

d.   Yes, he is.

Passage 2

Read the following text and answer question 6-10.

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

6.   What kind of text is the text above?

a. Recount

b. Descriptive

c. Narrative

d. Report

7.   The generic structure of the text is ….

a. description – identification

b. Identification – description

c. Orientation – events – Reorientation

d. Reorientation – events – Orientation

8. "She has <u>long</u> and thick fur". The antonym of the underlined word is…

a. Heavy

b. Length

c. Short

d. Fragnant

9. He's short with long body and four strong legs'

the sentence is one of the ……… of the text.

a. Events

b. Orientations

c.Identifications

d. Descriptions

10. How many dogs does the writer have?

    a. 5   b. 2

    c. 3   d. 4

Conversation 1

Richard : Excuse me, where is the principle's office?

Bryan : It's next to the teacher's room.

Richard : Thank you very much.

Bryan : Never mind.

11. Where does the dialogue occur?

a. At school

b. In the principle's room

c. In the teacher's room

d. At home

Conversation 2

Burhan : …...... the way to Ambarukmo Plaza is?

Dimas : Sure. It's on Jalan Adisucipto next to Ambarukmo Palace Hotel. Just go

straight ahead, please.

Burhan : Thanks.

12. What is the appropriate expression to complete the dialogue?

a. Can you tell me

b. How far

c. Where

d. Is it

Conversation 3

Fahri : Andi, look at the sky. It is very dark. Do you think we will go swimming now?

Andi : I don't think so. It's going to rain soon.

13. From the conversation above, we know that Andi is …

a. Asking opinion

b. Giving opinion

c. Accepting opinion

d. Rejecting opinion

Conversation 4

14. Mr.John : Mr Andrew, do you mind having dinner at my house this evening?

Mr.Andrew : That sounds good.

Mr John : ....

a. I'm positive

b. I'm afraid I can't

c. Fine, go ahead

d. No, I can't

Read the text and answer questions 15 to 17.

Tania goes to Cardigan school. She gets up at 7 o'clock. She studies from 8.15 to 12.10. At 12.20, she has lunch with her friends. After lunch, she plays tennis and after dinner she usually prepares the next day's lessons. After that she meets and talks with her friends, calls her family or read magazines. She really enjoys studies in Cardigan School.

15. How long does Tania study?

a. 3 hours

b. 4 hours

c. 5 hours

d. 6 hours

16. What does Tania do before playing tennis?

a. Having dinner

b. Having lunch

c. Preparing the next day's lessons

d. Meeting and talking with her friends

17. Which statement is NOT TRUE according to the text?

a. Tania studies in Cardigan school

b. Tania prepares the next day's lesson after dinner

c. Tania likes studying in Cardigan school very much

d. Tania lives with her family

Read the text and answer questions 8 to 9.

To : Doni

I need my leather jacket for De Java Mo Touring next Sunday. Please return my jacket soon, Okay!

Wendy

18. What is the short message written for?

a. To ask the reader lend his jacket.

b. To persuade Doni to Join De Java MoTouring.

c. To ask Doni to return the jacket's sender.

d. To tell the reader that he will join the tour.

19. "Please **return** my jacket soon, Okay!"

The underlined word means ….

a. Let something drop

b. Give something back

c. Make something better

d. Send something home

20. Edi: "Would John be angry if I took his bicycle without permission? '

Roni: "Of course he would be angry."

From the dialogue, we know that….

a. Edi borrows John's bike.

b. someone takes John's bike.

c. Edi is not using John's bike.

d. Roni forbids Edi to use John's bike.

FINAL SCORE IN READING TEST

CLASS : VIII[1]

COMPETENCE : **READING COMPREHENSION**

NO	STUDENT`S NAME	SCORE	CORRECT	INCORRECT
1	ABDURAHMAN CHAIDIR	20	4	16
2	AHMAD AJI MUHARI	40	8	12
3	ALIF HADI KHAMAL	20	4	16
4	AQILA ULIYA RAHNIA	65	13	7
5	CHOVIVAN KIRANI	55	11	9
6	DANU PRASETYO	30	6	14
7	FAREL ZIDANI	35	7	13
8	HABIB SAFARAS	45	9	11
9	HIFIZAH SAHSA	85	17	3
10	GHEFIRA AMANDA	85	17	3
11	JULIA ZAHRA	60	12	8
12	M.ALI SYAH ZAKY	55	11	9
13	M. ELANG BUANA	55	11	9
14	M. THARIQ	40	8	12
15	M. ALFATIH	30	6	14
16	MIFTAH AULIA	60	12	8
17	M. ARYA PASHA	60	12	8
18	M. DIKA	65	13	7
19	NADYA ADZAHRA	80	16	4
20	NAZWA ZAHRA	90	18	2
21	NURATIQAH NATASHA	85	17	3
22	NURUL AFIFAH	85	17	3
23	PUTRI FADILAH	85	17	3
24	RAIHAN KHALIS	70	14	6
25	RAIHAN THARIQ	40	8	12
26	RASYA ARMANDA	90	18	2
27	RIFKY ZAIDAN	85	17	3
28	SOFFIYAH SINAGA	95	19	1
29	ZAFIRA ULIMA	90	18	2
30	ZAFIRI ADANI	85	17	3

FINAL SCORE IN READING TEST

CLASS   : VIII^2

COMPETENCE   : READING COMPREHENSION

NO	STUDENT`S NAME	SCORE	CORRECT	INCORRECT
1	ABBIYASA RAFA ASSADIQ	30	6	12
2	AFIFAH SAIZLA KIRANI	65	13	7
3	AHMAD AIDIL FAJARI	20	4	16
4	AJUB MAHERA	70	14	6
5	ALDWIN RADJASAH	25	5	15
6	AHANDRA SUHDRAJAT	70	14	6
7	ANTA MAULANA	40	8	12
8	AULIA PUTRI ADINA	80	16	4
9	DICKY ANDRIAN	20	4	16
10	DIMAS ADITYA	30	6	14
11	FARHAN ALHUZNI	75	15	5
12	FATIR RIZKY ALAMSYAH	30	6	14
13	IBNU ARDIAYANSYAH	30	6	14
14	IRVI SYNTIA ASTI	30	6	14
15	LUQIYANA MAWADAH FAZA	80	16	4
16	M. FAJAR ALFIANSYAH	45	9	11
17	MAISA FATHIYA	85	17	3
18	M. NABIL	40	8	12
19	M. RIZKY ILHAM	35	7	13
20	NABILA AZAHRA NST	80	16	4
21	MAULANA AZMI	40	8	16
22	NAILA OKTAVIA	70	14	6
23	NAZWA ARIFA	95	9	1
24	NEYSYA ARMANDA	85	17	3
25	PRITY MUTIARA	80	16	4
26	RAFA RIYANSYAH	40	8	12
27	RAGMAR F YUDHA	50	10	10
28	RAIHAN M. NAUVAL	70	14	6
29	SITI KHAIRUNISA	80	16	4
30	WIDYA ANABILA	85	17	3

Form : K-2

KepadaYth : Bapak/Ibu Ketua dan Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr.Wb

Dengan hormat saya yang bertanda tangan dibawah ini

Nama Mahasiswa   : Egida Sari
NPM   : 1502050316
Prog.Studi   : Pendidikan Bahasa Inggris

Mengajukan Permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum dibawah
ini sebagai judul berikut:

Relationship Between Gender, Motivation, and Reading Achievement
at SMP Muhammadiyah 7 Medan

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Yusriati, SS., M.Hum   Acc 30/04-2019

Sebagai dosen pembimbing proposal/Risalah/Makalah/Skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian
dan kesediannya Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 April 2019
Hormat Pemohon

Egida Sari

Keterangan
Dibuat rangkap 3   : - Untuk Dekan Fakultas
                                 - Untuk Ketua/Sekretaris Program Studi
                                 - Untuk Mahasiswa yang Bersangkutan

Nomor   : 2074 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
              Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : Egida Sari
N P M   : 1502050316
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Relationship Between Gender, Motivation, and Reading Achievement at
                   SMP Muhammadiyah 7 Medan.

Pembimbing   : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 9 Mei 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 04 Ramadhan 1440 H
        09 Mei   2019M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
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BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nama Lengkap	:	Egida Sari
N.P.M	:	1502050316
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Relationship Between Genders' Motivation and Reading Achievement at SMP Muhammadiyah 7 Medan

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23/4/2019	Revisi Bab 1	
	- Formulation of problem	
	Revisi Bab II	
	- previous study	
	Revisi Bab III	
	- Research Design	
30/4/2019	Revisi Bab 1	
	- scope and limitation	
	Revisi Bab II	
	- conceptual framework	
	Revisi Bab III	
	- technique of collecting data	
10/5/2019	Revisi Bab 1	
	Revisi Bab II	

Medan, Agustus 2019

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Yusriati, S.S, M.Hum

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap   : Egida Sari

N.P.M   : 1502050316

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Relationship Between Gender, Motivation and Reading Achievement at SMP Muhammadiyah 7 Medan

Pada Rabu, tanggal 15 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan,   Juli 2019

Disetujui oleh:

Dosen Pembahas   Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum   **Yusriati, S.S., M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd., M.Hum

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SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan dibawah ini :

Nama Lengkap   : Egida Sari
N.P.M   : 1502050316
Prog. Studi   : Pendidikan Bahasa Inggris
Judul Proposal : Relationship Between Gender, Motivation and Reading
                  Achievement at SMP Muhammadiyah 7 Medan

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
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Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.
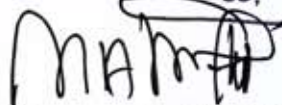
Medan,   Juli 2019
Hormat saya
Yang membuat pernyataan,

Egida Sari

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
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SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menerangkan nama di bawah ini.

Nama Lengkap   : Egida Sari

N.P.M   : 1502050316

Prog. Studi   : Pendidikan Bahasa Inggris

Judul Proposal : Relationship Between Gender, Motivation and Reading Achievement at SMP   Muhammadiyah 7 Medan
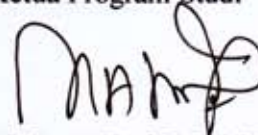
Benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 15 bulan Mei, tahun 2019.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin dari fakultas.

Atas kesediaan dan kerja sama yang baik, kami ucapkan terima kasih.

Medan,   Juli 2019
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

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Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 0977/II.3/UMSU-02/F/2019   Medan, 28 Dzulqaidah 1440 H
Lamp   : ---   31 Juli   2019 M
H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 07 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Egida Sari
N P M   : 1502050316
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Relationship Between Gender, Motivation and Reading Achievement at
                    SMP Muhammadiyah 7 Medan.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN / 0115057302

** Pertinggal **

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN TELAH MELAKSANAKAN RISET
No. 046 / KET / IV.4 / SMP / 2019

Kepala SMP Muhammadiyah 7 Medan menerangkan bahwa :

Nama	:	Syamsul Hidayat, S.Pd
Jabatan	:	Kepala Sekolah
Instansi	:	SMP Muhammadiyah 7 Medan
Alamat	:	Jalan Pelita II No. 3 -5 Medan

Dengan ini menerangkan bahwa :

Nama	:	Egida Sari
NIM	:	1502050316
Bidang Study	:	Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan riset yang dilaksanakan di SMP Muhammadiyah 7 Medan sesuai dengan surat dari Universitas Muhammadiyah Sumatera Utara (UMSU) pada tanggal 31 Juli 2019 guna penyusunan skripsi dengan judul riset *"Relationship Between Gender, Motivation and Reading Achievment at SMP Muhammadiyah 7 Medan"* yang dimulai sejak tanggal 12 Agustus s/d 21 Agustus 2019.

Demikian surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 21 Agustus 2019
Kepala SMP Muhammadiyah 7 Medan

Syamsul Hidayat, S.Pd
NKTAM : 804.365

*Pertinggal

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BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Nama Lengkap	: Egida Sari
N.P.M	: 1502050316
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Relationship Between Genders' Reading Motivation and Reading Achievement At SMP Muhammadiyah 7 Medan

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
16/9/2019	Perbaikan Bab IV dan V		
03/9/2019	Penambahan data dalam penelitian korelasi		
24/9/2019	perbaikan data analysis		
27/9/2019	Perbaikan interpretasi data		
	acc for the exam		

Medan, September 2019

Diketahui oleh :

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Dosen Pembimbing

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by

CHAPTER 1
INTRODUCTION

1.1 Background of Study

Education has a very important function for the next generation of the nation. The potential of students can be developed through learning activities in schools, so that what becomes a learning goal can be achieved, which is realized in learning achievement. Learning achievement is very important as an indicator of success that is good for a teacher or student. The success of learning student achievement is certainly a very important thing for a teacher. Teachers are required to become professional teachers so that they can create better human resources in the future. In achieving that, it will be related to students in the learning process that is intended to achieve these goals. A good source of human energy is created from a generation that has good achievements.

English is one of international language which is used by most people in the world. Therefore people are expected to master English as second language (L2) so they can communicate with other people in other countries. In Indonesia government incorporates English into educational curriculum starting from junior high school until university. But many students who are still low in English speaking and learning cause decrease their of reading motivation. Learning English covers some aspect, namely grammar, vocabulary, structure, pronunciation and etc. Other that than learner also need to master four skills in English that is listening, writing, reading, and speaking.

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Reading is one of the important receptive skills in foreign language skill and complex activity that involves a series of mental processes. There are also those who argue that reading is a psycholinguistic process that aims to shape the reader's understanding of what is being read. Whereas, in a simpler sense, reading is an activity that aims to find, see, and understand the contents of a reading or text. According to Grabe, (2009:5) Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. The process of reading is a fairly complex process that can be divided into 4 groups, namely breaking down symbols, literal understanding, inferential understanding, and monitoring. Whereas, what is meant by the results of reading is communication, which is the delivery of thoughts and emotions of the author to the reader and the achievement of understanding in the reader about the ideas written by the reading author.

Generally learner`s differences are those factors that work as predicators of second language learning achievement. Gender is one of the factors which influence learning process. Gender is classic and significant predictors in educational, psychological, and linguistic research Catalan in Senad (2017). That is the why every research into the abilities to learn a foreign language has to take into account gender as an important independent variable. Motivation is represent one of the key success factors in all kind of human activities. Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning.

This study investigates the relationship between gender, motivation and reading achievement at junior high school. The researchers found differences in learning interests and motivations between female and male students especially in reading skill. It was proven when the researcher observed a learning process in school named SMP Muhammadiyah 7 Medan. Based the problem discuss above, gender has a important role to determine the learner`s achievement in reading comprehension.

The problem of reading culture arises because of reading interest and motivation Indonesian students who are still low. Interest can be in the form of attention or excessive interested encourage someone to do something. The source of interest is encouragement from within. Interest influences in the process of reading a text to students. The existence of interest or excessive interest from within to continue reading the text will affect the high ability of students in understand the text. A high level of understanding will help students improve their ability to respond or perceive a text in the learning process.

This research will be done in order to find out the kinds of motivation and differentiate motivation between genders which drive students significantly to learn English and the kind of motivation is dominant. Hopefully this study will reveal some information on the junior high school students' motivation type which later can give the development of the language program which accommodates the students' need and goals.

1.2 Identification of the Problem

Based on the background of the problem described above, it can be identified several issues such as Male and female students have different motivations in reading and this shows that gender differences greatly influence students' reading achievement.

1.3 Scope and Limitation

It will impossible to solve all the problems identified above. Therefore the researchers limited the problems related of reading motivation between gender in class VIII[1] and VIII[2] which will conduct at SMP Muhammadiyah 7 Medan. The purpose of this research is only to find out the relationship between gender, motivation and reading achievement of the students at SMP Muhammadiyah 7 Medan.

1.4 The Formulation of Problem

Based on the background of the study, the problem of this research is:

1. How is male and female student`s motivation in learning English?
2. How is male and female student`s reading achievement?
3. What is relationship between gender and reading achievement?

1.5 The Objective of Study

1. To investigate male and female student`s motivation in learning English
2. To investigate male and female student`s reading achievement

3. To investigate relationship between gender and reading achievement

1.6 Significant of Study

1. Theoretically

   This study is expected to contribute significantly to the input of knowledge that can be used as material for study for academic people who are studying the science of child education, especially regarding increasing differences in motivation and interest in learning based on sex

2. Practically

   The practical benefits of this research are as follows:

   a. For researchers, it can add experience as well as insight to find out differences in learning motivation between male and female students

   b. For teachers, it can be more creative to design and create new media and find out the needs of each student in providing learning as a way to increase student motivation, especially in terms of reading.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

There are various factors that can influence a person's success in learning. These factors can come from the students themselves (internal factors) and from outside the learner (external factor). From within the learner, these internal factors can be gender, motivation, interests, attitudes, personality, ways or styles of learning, etc., while external factors can be in the form of demands from parents, school and teacher factors, and the surrounding environment.

2.1.1 Gender Definition

Gender is cultural concept that refers to characteristic that distinguish between women and man both biologically, behavior, mentality, and socio-cultural. Women and men are sexuality different. But its role in community can be aligned with certain limitations. Gender is one of the most influential variables in the learning process. In general gender has many differences both in learning preferences and motivation. A study have shown that a variable gender influences student, academic interest, need and achievement (Zeinali at al, 2012) . Gender factors are taken because of the alleged differences in achievement between male and female students.

But in general it is often found that female students are far more active in terms of learning and even far more accomplished than male students. It`s related with statement by Logan and Johnston (2009:202) "in international

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literacy test in British Schools, girls consistently outperform boys". Female are better than males in foreign language comprehension, in term of language comprehension, several studies have demonstrated female superiority".

A study conduct by Logan an Johnston (2009:200) about the relationship between reading comprehension and gender comes up with the finding that :

1. Girl are better in reading comprehension than boys

2. Girl read more frequently than boys do

3. Girl have more positive attitude to reading

2.1.2 Gender and Learning

Elliott et al. (2000: 30) states that there are several factors that influence the development of each individual, who interacts one with others, called bio-psychosocial. Furthermore, explained that birth (birth) is one of the biological characteristics from the bio-psychosocial theory, which in this case can be associated with being born as a man or even women, which then leads to the concept of gender. Indeed, the concept of birth as male or as women (sex) is different from the concept of gender, but the concept of gender is often used overlap. Elliott et al. (2000: 146) clarify: "Gender refers to psychosocial aspects of maleness and femaleness, whereas sex referring to biological maleness and femaleness ". So, it is clear that gender is a psychosocial aspect of manhood (virility) and femininity (femininity), whereas sex is

biologically male and female. Gender differences are considered wrong one determinant that can influence learning achievement. Elliott et al. (2000) asserted

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there are several gender differences which are indicated by several characteristics. In terms of verbal abilities, women are explained better in a variety of verbal tasks since the beginning of its development, and become a maintained superiority, while men have more language problems than women. However, men say better in visual spatial tasks, and Mathematics and Science abilities.

Experts express their opinions about learning, their opinions are different but have the same meaning. The following is an explanation from some experts about the notion of learning:

a. Mounly in *Psychology for Effective Reaching*, explained that what is meant by learning is the process of changing one's behavior because of experience. So people can get new learning from their experience.

b. Nana Sujana (1986: 5) Whitherington in his book *Education Psychology* suggests learning is one of the changes in personality that expresses itself as a new pattern of reactions in skills, attitudes, habits and appearance.

c. If viewed from the narrow meaning of learning is a way to master science and is part of the activity towards the formation of a whole personality (Sadirman, 2005: 22).

During school years and beyond, psychologists find no differences in general intelligence on the standard measures. These tests have been designed and standardized to minimize sex differences. However, the scores on some tests of specific abilities show gender differences (Woolfolk, 2014). The scores of males tend to be slightly more variable in general, so there are more males than females with very high and very low scores on the test. The research also shows that more

male students have some sorts of disabilities that may affect learning abilities. But many of these researches neglect the influence of culture, race, and ethnicity (Woolfolk, 2014).

Quantitatively, learning means cognitive activity or development with as many facts as possible. So in this case it is seen from the angle of how much material is mastered by students. As for the understanding of learning qualitatively is the process of gaining meaning and understanding and achieving thinking power and quality actions in solving various problems that are being face. Based on the understanding of learning above in general it can be concluded that the notion of learning is the stage of changes in all individual behaviors that are relatively settled as a result of experience and interaction with the environment involving cognitive processes.

2.1.3 Reading

Reading is one of the language skills. Reading is an activity to understand reading texts in order to obtain information from the text we read. At the time of reading, usually in the reading text we read contained implicit meanings (hidden meaning) and express (written meaning). Reading is process when readers learn something from what they read and involve it in academic context as a part of education (Grabe, 2009:5).

Reading is important thing and gives some advantages to student in learning process. Reading as an interaction between text and reader makes comprehension affected by the variables that govern those two whether these variables are related

to the readers or the reading text itself. Male and female differ in their use of strategy of reading and comprehension (Saidi, 2012:231).

Female and male differ in their (motivation, strategy, attitude, learning style, and cognitive abilities). For the correlation between reading motivation and gender, studies show that females are more motivated to reading than their male counterparts (Saidi, 2012:241). Other expert defines reading as an activity in which a readers responds to and make sense of a text being read connected to their prior knowledge (Spratt, Pulveness, and William: 2005:21). Usually readers do this activity because they want to get information from what they read. By doing this, readers will get a new conclusion as they new knowledge. There are several things that affect the development of student learning such as:

First, to create and foster reading comprehension in teacher students requires a strategy to discuss how much students understand. They can use background of knowledge, form questions, search for information, summarize accurately, organize the knowledge they have just discovered, and monitor their understanding when they read books. Second is motivation, students who want to learn and believe in their abilities will achieve more maximal results than forced learning because motivation is a directive that directs someone to do something based on their own inner desires. Third is knowledge, after reviewing their previous knowledge they can record what they can remember and build an understanding of the topic they are discussing. Even when reading they realize they are adding knowledge and broadening their horizons.

2.1.4 Reading Motivation

Motivation is an influence that causes someone to be passionate about doing something. Interest and Motivation are two things that are interrelated with each other, at abstract. Anytime something with full interest and motivation can be expected to be better. Generally, reading motivation connects with the results of student academic achievement. Motivational and reading studies show that students are more motivated to read the exhibition higher academic achievement than those who are not motivated to read next, students with higher intrinsic motivation indicating higher reading comprehension. Thus by reading a student who is has high interest and motivation to learn so it can be expected to achieve results also high. Motivation is considered a factor quite important for students.

Motivation is something that causes students step up, keep student steady step, and determine where students are try to move (Slavin, 2011). More further, Ormrod (2008: 58) explains that "Motivation is something energize, direct, and maintain behavior so make students move, place students in a certain direction, and keep students going move ". According to Bahri and Corebima (2015: 487) that "Motivation explains the reason why people do a particular thing, makes them keep doing it, and helps them to finish the task". Individual behavior does not always originate from one self, there are always things that are a driving force in doing so that a certain goal is achieved. But many individuals are not aware of these factors. A source of strength that drives individual activities is called motivation. Example, For example students who read for pleasure and interest in understanding or adding insight are ways of reading highly motivated types of

students such as these who usually regard reading as an important part of their daily activities.

Pachtman and Wilson (2006) stated that it is vital to motivate learners to read by giving them opportunities to select their interest materials. In other words, readers want to read more when they are permitted to select their reading materials because they must discover that reading is a pleasurable activity. According to Hairul, Ahmadi and Pourhosein (2012) reading motivation is the large amount of motivation that students have to concentrate their positive or negative opinions about reading. For instance, learners who read for pleasure and employing approaches to help their comprehension are extremely motivated readers. Learners of this kind typically consider reading to be an important factor in their daily activities, accept challenges in the reading process and are likely to be successful readers. Hairul, Ahmadi, and Pourhosein (2012) said that reading motivation has a great impact on reading comprehension.

2.1.5 Internal and External Factors in Reading Motivation

There are some factors that include reading motivation on the student, namely intrinsic and extrinsic factor. Arnold (2000) stated that intrinsic motivation is learning itself that has its own reward. The point is that students voluntarily learn for themselves. Intrinsic motivation comes from the self or innate self so students do not need rewards to do it because it is an inner encouragement from each student and comes from their own desires. One way to give intrinsic motivation is to create a supportive classroom atmosphere. Inner desire and

internal needs and wants are defined as intrinsic motivation. For example, students would study more if they have an individual attention in what they are learning about and are permitted to select their own activities (Ryan & Deci, 2000). An activity carried out with its own desires results will be better more than something that is done by force. The others intrinsic motivation in reading includes reading involvement, an enjoyment of experiencing different kinds of literary or informational texts. The notion of involvement in reading refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting, reading importance as reading as an aspect work on subjective task values.

Next is extrinsic motivation, according Arnold (2000), extrinsic motivation is a desire to obtain a reward. However, extrinsic motivation has a negative effect on the development of student learning, because it is driven by the likes of gifts or other awards so the desire to learn comes not because of themselves. Student learning motivation caused by teaching a reward will encourage students to have hard fruit to get it, but when they have received the reward or gift, the intention to study hard is gone. Hairul, Ahmadi, and Pourhosein (2012) say that extrinsic motivation refers to doing an activity only for the pleasure of the action itself is more than its instrumental value. So intrinsic motivation only lasts as long as there is a reward after doing it but it will dim if the challenge period is over. The other aspects of extrinsic reading motivation are reading for competition, the desire to outperform others in reading. These different dimensions of motivation reflect the fact that children do much of their reading in school, where their reading performance is evaluated and compared to

others" performance, reading for social reasons or the process of constructing and sharing the meanings gained from reading with friends and family and reading for compliance, or reading to meet the expectations of others.
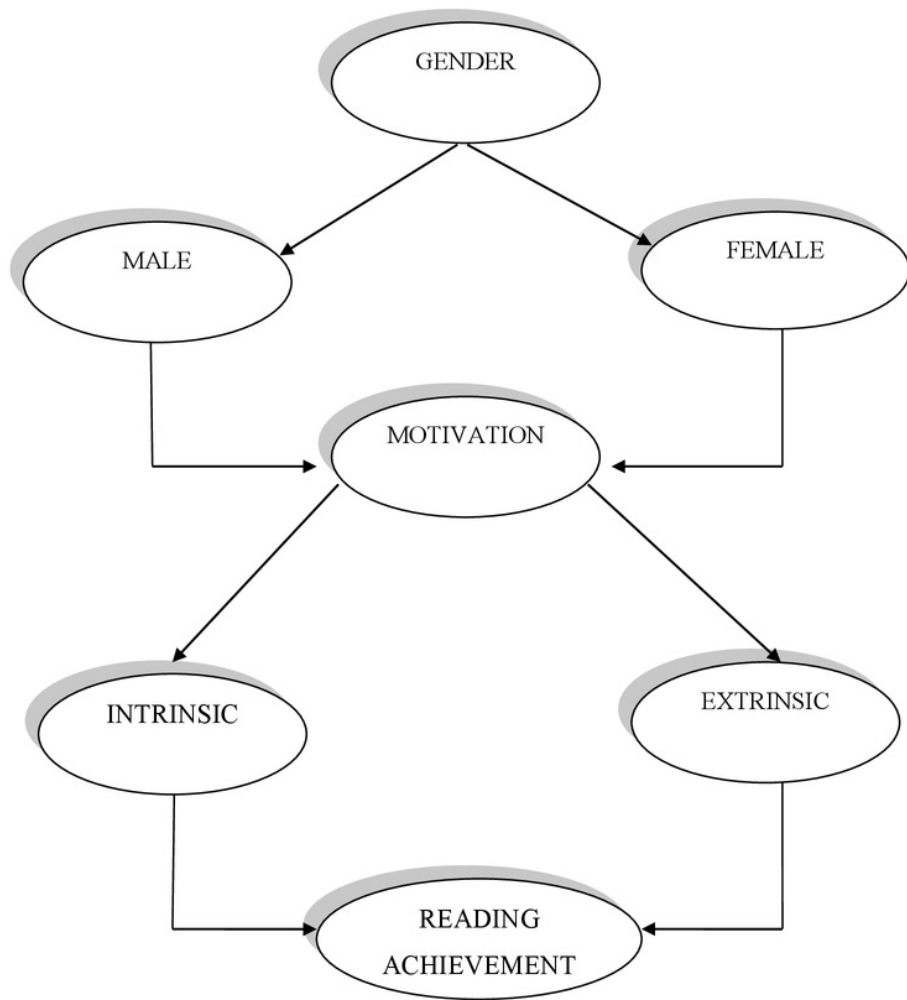
2.2 Previous Study

There have been many studies conducted to find different reading motivation from students. One of them is the research conducted by Ima Hartati 2015. Her research was entitled "Correlation Between Reading Motivation and Reading Comprehension of First Year Students at Pekanbaru Satuna Vocational School". Her research was conducted to show a significant correlation between student motivation and reading comprehension. The aim is to determine the relationship between student motivation in reading and the ability of students to understand the text. The difference with this study is that researchers want to know the influence of gender in reading motivation. The next study was conducted by Seli Marsela entitled "The Correlation Between Reading Motivation and Reading Comprehension of the Eleventh Grade Student of MAN 2 Palembang. Her purpose in this study are to find out the significant correlation between reading motivation and reading comprehension achievement and significantly influences.

2.3 Conceptual Framework

A conceptual framework derived from those concept above will be presented as follow:

Reading is an activity the more important in the learning process. To get information the student should reading as well. In a school case reading is an essential skill because the students face written text in their textbooks almost every day. But this activity should support by teaching strategy and motivation. Male and female has different motivation in learning. Therefore, teacher should know what the student needed in improve learning motivation in the class. For students learning English has including difficulties lessons because of the different ways of reading and words. The student are not able to comprehend a passage well so that they can`t get the information of the passage. But sometimes female students have more interest in learning and exploring things that were not known before. So the researcher will discussed about different motivation between male and female in reading activity.

Figure 1 : Conceptual Framework

2.5 Hypothesis

Based on the description above, a hypothesis can be formulated as follows.

1. There is a positive and significant relationship between reading motivations and genders.

2. There is a positive and significant relationship between reading achievement and genders.

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CHAPTER III

RESEACH METHOD

3.1   Research Design

The research method used in this study is research correlation, where this study aims to find a relationship between two or more variables, namely reading motivation and reading achievement between genders. The procedure would be that, first the researcher identifies students reading motivations by using questionnaire. Second, reading test will giving to measure student ability. And the last is explanation and interpretation of the result would be discussed. In this study there are two variables, namely one independent variables and one dependent variable. According to Umar (2003: 63) Independent variable (free) is a variable that explains or influences other variables, while the dependent variable (dependent) is the variable described or which is influenced by independent variables. The independent variable in this study is reading motivation (X) and reading achievement (Y). The variable will show as follow:

```
┌──────────┐                ┌──────────┐
│    X     │  ───────────▶  │    Y     │
└──────────┘                └──────────┘
```

Figure : 2 Relationship Between Variable In This Research

Explanations

X : Reading Motivations

Y : Reading Achievement

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3.2 Location and Time

This research will conduct at the SMP Muhammadiah 7 Medan, Jalan Pelita II Sidorame. The reason for choosing this school is the interest of the researchers themselves who have also practiced teaching here. This research will conduct on 2019. It`s setting in the English class of second grate at SMP Muhammadiyah Medan consist of two classroom VIII-[1] and VIII[2]. There are 60 students totally, so there are about 30 students for each class. This school has some office room, first for headmaster and teachers, and other rooms are like laboratory science and computer, canteen, school health unit, basketball field, library, mosque, and toilets. So there are so many facilities to support teaching learning process in this school.

3.3 Population and Sample

1. Population

   The population is the whole of the research object in the form of a collection or is a generalization area consisting of objects or subjects has certain qualities and characteristics determined by the researcher to learn then Sugiyono's conclusion (2011: 61). The population on this study is all of the students SMP Muhammadiyah 7 Medan.

2. Sample

   Samples are part of the number and characteristics possessed by Sugiyono population (2011: 62). Sample of the study are the student class VIII[1] and VIII[2] consist 60 students and 30 students each class. The researches classified the sample as follow:

Table 1

No	Class	Number of the student		Total
		Male	Female	
1.	VIII[1]	13	17	30
2.	VIII[2]	16	14	30
Total		29	31	60

3.4 Research Instrument

Research instrument is the tool to conduct a research. The instruments used in this research were questionnaire and reading test. First, the researcher will provide questionnaires to students consisting of 20 related statements about reading motivation and 2o related questions about reading comprehension. After that, to further strengthen the existing data, the researcher gave a test to students, namely a reading test by giving a discourse based on descriptive and narrative text.

3.4 Technique of Collecting Data

To get the data, the researcher used data collecting technique as follow:

a. Reading Test

This instrument is used to measure students' abilities in understand discourse. Understanding is also intended to understand the contents of the reading, look for relationships between things, and so on. The reading ability test level for this level of understanding is not classified as difficult, still in simple level cognitive activity even though it is higher than just memory ability. To collect the data the researchers used multiple-choice test. The total number of test items was 20 questions provided with four choices for each question. The reading comprehension test consisted of descriptive and narrative text. Each aspect of

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reading comprehension had some questions. The time allocated for doing the test was 45 minutes. The scoring process of student answers will be carried out by using formulations (Score $\frac{C}{N}$ x 100), N= number of questions and C= Correct Answer.

b. Questionnaire

In research that uses quantitative, questionnaires are one of the important tools for data collection therefore, researchers must make questionnaires properly (Sarwono, 2006:28). Questionnaire provides an overview of the answers given respondents, both anonymous and named. Anonymous questionnaire have a good because the respondent is free to express his opinion. In the survey method requires primary data with use questionnaires as a means of retrieving data. The survey method is a primary data collection method use oral or written questions. This method requires existence of contact or relationship between researcher and respondent for obtain the required data.

To investigate relationship between gender motivations in reading achievement, the researcher used questionnaire to compare differentiate two group they are male and female. The participants are 60 student and they have to answer teen question. The questionnaire have four statement where for each statement has each value like strongly agree (4), agree (3), disagree (2), strongly disagree (1).

3.5 Data Analysis

Data analysis is the process of selecting, simplifying, focus, abstract, organize data systematically and rational in accordance with the objectives of the

study, as well as describing the results data the study was to use the table as a tool for makes it easy to interpret. Then the research data on each table is interpreted (taking meaning) in narrative form (description) and conclusions are made. In this research there are two variables, namely two independent variables or predictors consisting of reading motivation and reading achievement.

Data analysis is the process of selecting, simplifying, focus, abstract, organize data systematically and rational in accordance with the objectives of the study, as well as describing the results data the study was to use the table as a tool for makes it easy to interpret. Then the research data on each table is interpreted (taking meaning) in narrative form (description) and conclusions are made. In this research there are three variables, namely two independent variables or predictors consisting of reading motivation and reading achievement, and one dependent variable or criterion namely gender.

After the data have been obtained, the researcher analyzed the data using several steps. The researcher used a series process of the data analysis proposed by Sarwono (2006). The steps are deliberated in the following:

1. Collecting the Data

    The researcher collected data by distributing questionnaires and reading tests to measure students' abilities and motivation in reading.

2. Editing the Data

    The editing is process by which researchers clarify consistency and completeness of the data has been collected. The clarifications process involved providing and explanations of whether the collecting data will

create conceptual of technical problems when the researchers conduct data analysis.

3. Developing variable

Variable developing is the specifications of all variables needed by the researches which include the collecting data.

4. Coding the Data

Giving code to the data is intended to translate data which will usually be changes in the forms of numbers. So the researches will more easily process the data into software. An example of coding the data is there are questions that use "yes" and "no" answer that can be coded 1 in " yes" and 2 in "no".

5. Make Data Structure

The researchers create the data structure that included all the data needed. The data can come from questionnaire and reading test that have been carried out by researches. Simple data can be collected into data structure that contains information about the relationship between variable.

6. Tabulations

Tabulations is an activity of describing respondent in a certain way. The tabulations can also e used to create descriptive statistics for the variable studied or the variable to be cross tabulations.

7. Normality Test

Data normality test aims to test whether the data from each research variable is normal distributions or not. For identifying normality distributed data is looking by the significant value that is if each variable has value greater

than 0.05, it can be concluded that the variable research is normally distributed. Data analysis can be continued if the data is normally distributed.

8. Hypothesis Test

Hypothesis test is used to test the first hypothesis and second, to test the coefficients between the independent variables with the dependent variable. To test the direction of the relationship between variables free with dependent variables, the formula used is correlation Product Moment. Interpretation of the correlation coefficient value of the results the calculation is as follows.

1) If the correlation coefficient is positive, then the relationship between variables free with dependent variable is a directional relationship, in other words the increase in the independent variable increases also the dependent variable.

2) If the correlation coefficient is negative, then there is a relationship opposite between the independent variable with the dependent variable, with other words the increase in the independent variable is then followed by decreasing dependent variable.

CHAPTER IV

DATA ANALIZYS AND RESEARCH FINDINGS

4.1 Research Findings

The objective of this research is to find out the relationship between gender`s motivation and reading achievement at SMP Muhammadiyah 7 Medan. The data was collecting by using multiple choice and questioner. The validity and reliability was known by doing this research. There were two kinds of research findings in this study: (1) the result of the student male and female reading motivation (2) the result of the student male and female reading achievement. Category description is an interest factor learning and the quality of student learning outcomes in SMP Muhammadiyah 7 Medan to see the level of their respective interest. Variables can be seen in the distribution of categorization of each variable. The level of freedom is divided into 3 namely high, medium, and low.

4.1.1 Reading Motivation

This study examined sex differences in reading skill and reading motivation, investigating whether these differences could be better accounted for by sex, or by gender identity. Sixteen students from many students at SMP Muhammadiyah 7 Medan was completed a reading comprehension assessment and reading motivation questionnaire and a gender role questionnaire. And the result show girls had significantly higher intrinsic reading motivation. However, responses to intrinsic motivation were better explained by gender identity than

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sex. In addition, a feminine identity was more closely associated with many different aspects of reading motivation than a masculine identity. Implications for our understanding of sex differences in reading are discussed.

In this study, researchers conducted the research on the reading motivation in English books on students based on sex. This questionnaire consists of two variables namely intrinsic and extrinsic motivation.

a.   Intrinsic Motivations

What is meant by intrinsic motivation are motives that become active or functioning do not need to be stimulated from the outside, because in every individual there is already an urg'e to do something. For example someone who likes to read, there is no need to order or encourage him, he has been diligently looking for books to read. Then when viewed in terms of the objectives of the activities carried out (for example learning activities), what is meant by this intrinsic motivation is to want to achieve the goals contained in the act of learning itself.

The questions of each indicator are set out in the following table:

Table 2

Intrinsic Motivation

No.	Code	Statement
1.	IM 1	I have read English textbooks every day before going to bed
2.	IM 2	I have prepared an English textbook before the teacher enters the class
3.	IM 3	I read an English book 15 minutes before the teacher entered the class
4.	IM 4	Reading English books is an interesting thing for me
5.	IM 5	My interest in English books depends on the title of the book

6.	IM 6	Reading an English book is something that is very boring for me
7.	IM 7	I often forget what I just read
8.	IM 8	I can't conclude what I just read
9.	IM 9	I was very lazy when told to read English books
10.	IM 10	I don't like to read anything that is in English

b.   Extrinsic Motivation

Extrinsic motivation is active and functioning motives due to external stimuli. For example, someone learns, knowing tomorrow morning they will take an exam in the hope that they will get good grades, so that they will be praised by their girlfriends or friends. So what is important is not because learning wants to know something, but wants to get good grades, or to get a prize. So when viewed in terms of the purpose of the activities it does, it does not directly cling to the essence of what is done. Therefore extrinsic motivation can also be said as a form of motivation in which learning activities begin and continue based on external encouragement that is not absolutely related to learning activities.

General extrinsic motivation is prizes such as money and value, coercion and the threat of punishment. Competition is generally extrinsic because it encourages players to win and beat others, not to enjoy the intrinsic benefits of activities. Crowds cheering on individuals and trophies are also extrinsic incentives.

The questions of each indicator are set out in the following table:

Table 3

Extrinsic Motivation

No	Code	Statement
1.	EM 1	I will be more eager to learn English if there is a threat or punishment
2.	EM 2	I really enjoy learning English if I get a gift and praise
3.	EM 3	My learning motivation will arise if there is support from my family
4.	EM 4	I will be more enthusiastic in learning English if I have a good relationship with the teacher
5.	EM 5	I will be more enthusiastic in learning English if I have good relationships with classmates
6.	EM 6	I like learning English because my parents at home often speak English in communication
7.	EM 7	I will be more enthusiastic in learning English if I have a complete dictionary
8.	EM 8	I like learning English because the way the teacher is very pleasing
9.	EM 9	In my environment English is a daily language
10.	EM 10	I will be more active in learning English if there is competition or competition

4.1.2 Obtaining Questionnaire Data

The data of the research respondents were obtained through filling out the questionnaire that was distributed to students of SMP Muhammadiyah 7 Medan on 19 August 2019. The data obtained were 60 respondents consisting of 29 male students and 31 female students.

4.1.3 Respondent Characteristics

In this study, the characteristics of the respondents included the sexes that affected the achievement and motivation of students in reading.

4.1.4 Characteristics of Respondents by Gender

From the data the results of the questionnaire were then tabulated and grouped according to the sex of men and women, where the results of the research analyst can be seen in the following figure:

Genders

Female 51,00 %

Male 49,00 %
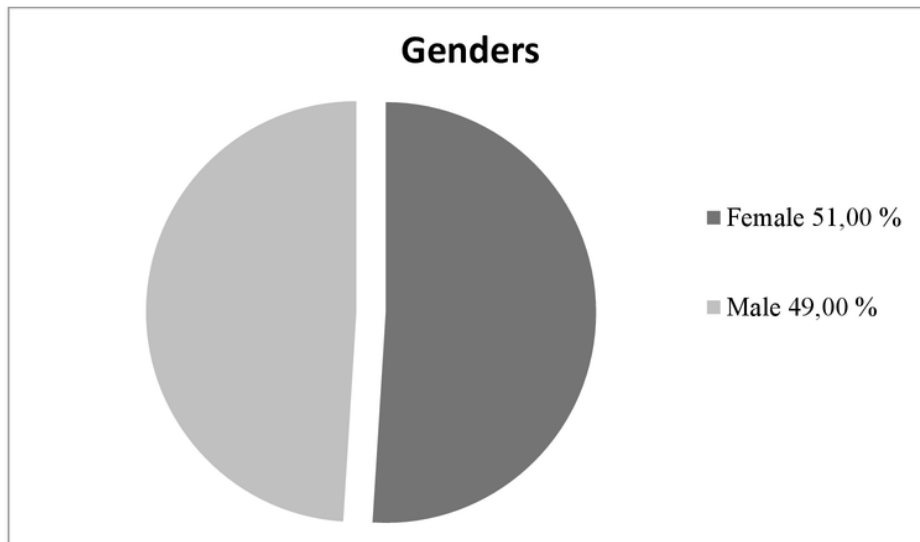
Figure : Respondent Data Base on Genders

In the data above it can be seen that female respondents amounted to 51,00 % while male respondents amounted to 49,00 %.

4.1.5 Descriptive Statistics of Variable Analysis

Descriptive statistical analysis of the variables was used to determine the answers to the questionnaire. There are 4 categories of answer choices namely strongly agree, agree, disagree and strongly disagree. The data collected is then

tabulated to determine the distribution of respondents' answers from each indicator on each variable.

4.1.6 Frequency of Answers To Intrinsic and Extrinsic Motivation Variables In Female Students

Table 4

Intrinsic Motivations of Female Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	
IM 1	4	13 %	5	17 %	12	40%	9	30 %	3
IM 2	3	10 %	2	7 %	10	33%	15	50 %	4
IM 3	6	20 %	9	30 %	13	43 %	2	7 %	3
IM 4	5	17 %	2	7 %	10	33 %	13	43 %	4
IM 5	9	30 %	7	23 %	11	37 %	3	10 %	3
IM 6	14	47 %	8	27 %	5	17 %	3	10 %	1
IM 7	11	37 %	9	30 %	9	30 %	1	3 %	1
IM 8	8	27 %	13	43 %	7	23 %	2	7 %	2
IM 9	15	50 %	3	10 %	6	20 %	6	20 %	1
IM 10	7	23 %	13	43 %	7	23 %	3	10 %	2
Total	82		71		90		50		

The frequency of female respondent answers on intrinsic motivations variables is presented in the table above. From the table it can be seen that the frequency distribution of intrinsic variables when viewed from modus, then the choice of the most answers is agree, this shows that female respondents were highly motivated and felt that reading an English book was interesting.

Table 5

Extrinsic Motivations of Female Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	

Indicators									Modus
EM 1	9	30 %	5	17 %	12	40 %	4	13 %	3
EM2	1	3 %	2	7 %	13	43 %	15	7 %	3
EM 3	6	20 %	9	30 %	13	43 %	2	7 %	3
EM 4	5	17 %	2	7 %	9	30 %	14	47 %	4
EM 5	9	30 %	10	33 %	9	30 %	3	10 %	2
EM 6	14	47 %	8	27 %	5	17 %	3	10 %	1
EM 7	12	40 %	9	30 %	8	27 %	2	7 %	1
EM 8	12	40 %	13	43 %	3	10 %	2	7 %	2
EM 9	15	50 %	3	10 %	6	20 %	6	20 %	1
EM 10	10	33 %	9	30 %	7	23 %	4	47 %	1
Total	93		70		85		55		

The frequency of female respondent answers on intrinsic motivations variables is presented in the table above. From the table it can be seen that the frequency distribution of intrinsic variables when viewed from modus, then the choice of the most answers is from EM 1 to EM 5 is agree and from number 6 until 10 the most of the female student answer disagree, This shows that the female respondent will be more motivated if there is a reward in the form of a gift or compliment as an incentive to engage in reading English books.

4.1.7 Frequency of Answers To Intrinsic and Extrinsic Motivation Variables In Male Students

The frequency of answers to intrinsic variables presented in the table above shows that the distribution consists of four indicators, many respondents who agree from number 5 until 10. This shows the respondents felt bored and not interested in reading English books.

Table 6

Frequency Intrinsic Motivations of Male Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	

IM 1	19	65 %	5	16 %	3	10%	2	7 %	1
IM 2	11	37 %	9	30 %	6	20 %	3	10 %	1
IM 3	6	20 %	6	20 %	14	47 %	3	10 %	3
IM 4	13	43 %	10	33 %	5	17 %	1	3 %	1
IM 5	8	27 %	9	30 %	6	20 %	6	20 %	2
IM 6	3	10 %	7	23 %	5	17 %	14	47 %	4
IM 7	9	30 %	8	27 %	8	27 %	4	13 %	1
IM 8	2	7 %	3	10 %	9	10 %	15	50 %	4
IM 9	2	7 %	5	17	9	10 %	13	43 %	4
IM 10	9	30 %	7	4	7	4 %	6	20 %	1
Total	82		69		72		67		

The frequency of responses of male respondents to the intrinsic motivation variable is strongly disagree from number 1 until 5 and agree from number 6 until 10. This shows that male students tend not to like English lessons and think English are difficult and boring lessons.

Table 7

Frequency Extrinsic Motivations of Male Students

Indicators	Measure Scale								Modus
	1 (Strongly Disagree)		2 (Disagree)		3 (Agree)		4 (Strongly Agree)		
	F	%	F	%	F	%	F	%	
EM 1	11	38 %	12	41 %	4	13%	4	13 %	2
EM2	2	7 %	3	10 %	5	17 %	19	65 %	4
EM 3	13	44 %	7	24 %	5	17 %	4	13 %	1
EM 4	11	38 %	10	34 %	6	21 %	2	7 %	1
EM 5	9	31 %	12	41 %	7	24 %	1	3 %	2
EM 6	9	31 %	9	31 %	10	34 %	1	3 %	3
EM 7	7	24 %	8	27 %	5	17 %	9	31 %	4
EM 8	12	41 %	8	27 %	7	24 %	2	7 %	1
EM 9	12	41 %	13	45 %	6	21 %	2	7 %	2
EM 10	5	17%	12	41 %	8	27 %	3	10 %	2
Total	86		69		55		44		

The frequency of responses of male respondents to the intrinsic motivation variable is dominant in strongly disagree, but in the questionnaire number 2 that the content is about gift or compliment 65 % the students is answer agree. This shown extrinsic motivations can be create by the teachers like give something for the students and give more motivations on reading comprehensions.

4.2 Reading Achievement

4.2.1 Reading Achievement of Female Students

Student reading motivation of female genital description of student learning motivation data that is female sex can be seen in table 8 below.

Table 8

Frequency Distribution and Percentage of Female Students Reading

Achievement

Interval Class	Categories	Frequency	Percentage %
40-65	Low	8	26 %
70-85	Medium	11	37 %
90-95	High	11	37 %
		30	

Table above shows that most learning motivation of female students are in the high category that is equal to 37 %, in the medium category 37 % and locate in the low categories at 26 %. So on average student motivation to learn female sex is at high category. So on average students female motivations are high categories.

4.2.2 Reading Achievement of Male Students

Student reading achievement can be seen as table above :

Table 9

Frequency Distribution and Percentage of Male Students Reading

Achievement

Score Interval	Categories	Frequency	%
30-59	Low	21	70 %
60-89	Medium	4	13 %
90-95	High	5	17 %
		30	

Table above shows that most learning motivation male students are in the low category that is equal to 70 %, in the medium category of 13 % and in the low category of 17 %. So, on average the motivations of male students are low categories.

4.3 Normality Test

Data normality test is a form of testing about the normality of data distribution. The purpose of this test is to determine whether the data collected is normally distributed data or not.

The purpose of normally distributed is the data will follow the form of a normal distribution in which the data focus on the average and median values. The formula used for the normality test is the quadratic formulas (chi squared).

Table 10

Normality Test of Students Reading Achievement

Data	Median (x_i)	f (f_i)	$f_i\ x_i$	x_i^2	$f_i\ x_i$
30 – 40	35	8	240	1225	9800
41 – 51	46	10	460	2116	21160
52 – 62	57	14	798	3249	45486
63 – 73	69	14	966	4761	66654
74 – 84	78	10	780	6084	60840
85 – 95	90	4	360	8100	32400
Total		$\sum f_i$=60	$\sum f_i x_i$=3604		$\sum f_i x_i^2$=236340

4.3.1 Standard Deviations

In statistics and probabilities, the standard deviation or standard deviation is the most common measure of statistical distribution. In short, it measures how the data values are spread. Can also be defined as, the average distance deviation

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of data points is measured from the average value of the data. Standard deviations on this study can be seen as follow:

$$X = \frac{\sum fixi}{\sum fi} = \frac{3604}{60} = 51.06$$

$$SD = \sqrt{\frac{\sum fixi2}{n} - \left(\frac{\sum fixi}{n}\right)}$$

$$= \sqrt{\frac{236340}{60} - \left(\frac{3604}{60}\right)}$$

$$= \sqrt{3879}$$

$$= 62$$

4.3.2 Chi Quadrant

In probability and statistical theory, the chi-square distribution or the X^2 distribution is often used in inferential statistics or hypothesis testing.

Table 11

Table of Chi Quadrant (X^2)

Data	Observation Frequency (O_i)	Limit Class	Z Value	Interval Class	Expectations Frequency (E_i)	$\frac{(Oi - Ei)2}{Ei}$
30 – 40	8	29.5-40.5	-1.98&-1.31	0.0612	1.9584	2.1283
41 – 51	10	40.5-51.5	-1.31&-0.63	0.1692	5.4144	0.0317
52 - 62	14	51.5-62.5	0.63&0.04	0.2917	8.0544	0.1380
63 – 73	14	62.5-73.5	0.04&0.72	0.2482	7.9424	0.0004
74 – 84	10	73.5-84.5	0.72&1.39	0.1535	4.9120	0.0015
85 - 95	4	84.5-95.9	1.39&2.13	0.0657	2.1024	0.3832
Total	$\sum f_i$=60	$X^2 count = \sum \left(\frac{(Oi-Ei)}{Ei}\right)$				2.6831

This table shown chi square is (X^2) = 2.6831.

4.4 Correlations Pearson Product Moment ®

Pearson Product Moment is a measure of correlation used to measure the strength and direction of a linear relationship of two variables. Two variables are said to be correlated when changes in one variable are accompanied by changes in other variables, both in the same direction or the opposite direction. It must be remembered that the correlation coefficient values is small (not significant) does not mean that the two variables t are not interconnected.

To determine how strong the relationship between reading motivation and reading achievement by sex, the following steps can be taken as follow:

a. Hypothesis

H_0 = There is a significant relationship between reading motivation and gender (Ha : r = 0)

H_a = There is no a significant relationship between reading motivation and gender (Ha : r ≠ 0)

b. Relationship between genders` motivations and reading achievement at SMP Muhammadiyah 7 Medan

Reading Motivations (x) :82,71,90,50,93,70,85,55,82,69,72,67,86, 69,55,44

Reading Achievement (y):40,65,70,75,80,85,90,95,30,59,60,75,80, 89,90,95

Table 12

Relationship Between Genders Motivations and Reading Achievement

at SMP Muhammadiyah 7 Medan

No	X	Y	X^2	Y^2	XY
1	82	40	6724	1600	10038400
2	71	65	5041	4225	122188225
3	90	70	8100	4900	39690000
4	50	75	2500	5625	14062500
5	93	80	8649	6400	55353600
6	70	85	4900	7225	35402500

7	85	90	7225	8100	58522500
8	55	95	3025	9025	27300625
9	82	30	6724	900	6051600
10	69	59	4761	3481	16573041
11	72	60	5184	3600	18662400
12	67	75	4489	5625	25250625
13	86	80	7396	6400	47334400
14	69	89	4761	7921	7711881
15	55	90	3025	8100	24502500
16	44	95	1936	9025	17475400
$\sum$	1086	1078	84440	92152	27673522510

Based on the above table, the following results are obtained

$\sum (x)$ = 1086

$\sum (y)$ = 1078

$\sum (x^2)$ = 84440

$\sum (y^2)$ = 92152

$\sum (x.y)$ = 27673522510

N = 16

Formulations :

$$r_{xy} = \frac{n.\sum x.y - (\sum x)(\sum y)}{\sqrt{[n.\sum x2 - (\sum x)2][n.\sum x2 - (\sum x)2]}}$$

$$r_{xy} = \frac{16.(27673522510) - (1086.1078)}{\sqrt{[16.(84440) - (1086)][16.(84440)2 - (1086)2]}}$$

$$r_{xy} = \frac{26}{\sqrt{1216,6}}$$

$$r_{xy} = 0.745$$

In the table shown that the correlations between genders motivations and reading achievement is a significant 0.016 by the coefficient correlations for reading motivations is 0,745. That can be considered as moderate level. It shown

that, gender has more roles in students reading motivations and reading achievement comprehensions.

4.4.1 Determine the Real Level

The significant level $\alpha = 0.01$ or $\alpha = 0.05$, if $\alpha = 0.01$ so:

a. Degree of Freedom

    df= Class Amount – 3

       = 6 – 3

       = 3

b. The significant level $\alpha = 0.01$ or $\alpha = 0.05$, if $\alpha = 0.01$ so:

    $X^2{}_{Table} = X^2 (1 - a)(df)$

          $= X^2 (1 - 0.01)(3)$

          $= X^2 (0.09)(3)$

c. the result can be seen of the table $X^2 0.09)(3) = 11.3$

Table 12

List of Chi Square (X^2)

Data	$X^2\ 0.99$	$X^2\ 0.92$
1	6.63	3.84
2	9.31	5.99
3	11.3	7.81
4	13.3	9.49
5	15.1	11.1

Based on calculations that have been done in the table, the following values are obtained :

$$X^2{}_{count} = 2.6831 \ and \ X^2{}_{table} = 11.3$$

So H₀ is accepted, it`s means there is a significant relationship between genders and reading motivations.

4.5   Hypothesis Test

Hypothesis testing is used to infer the result of a hypothesis performed on sample data from a larger population. The test tells the analyst whether or not his primary hypothesis is true. Statistical analysts test a hypothesis by measuring and examining a random sample of the population being analyzed.

H_0 = There is a significant relationship between reading motivation and gender

H_a = There is no a significant relationship between reading motivation and gender

Based on normality test shown H₀ was accepted, it`s means there is a significant relationship between genders and reading motivations.

Table 12

Test results motivation average score student learning type female and male

sex

Genders	Value	Maximum	Minimum	Mean	Std. Deviation
Male	30	95	20	62	65
Female	30	85	20	60	63

Based on the results of testing scores the average results obtained by learning motivation female students with an average of 95 with a total of 31 people, and the student motivation to learn gender men with an average of 85 with number of 30 people. This shows that students are female have higher motivation few points compared to students who man type

4.6 Discussion

It has been discussed in the previous chapter, the writer try to find the answer of the question relationship between genders motivation and reading achievement at SMP Muhammadiyah 7 Medan. After analyzing the data, the writers find out the correlation of gender motivation and reading achievement on the students. And it shown that the female students more has a good or high motivations on reading that the male students. It can be seen from the statement as follow:

4.6.1 Students' Reading Motivation of Female

The results showed that student learning motivation is manifold female genitals as a whole are in the high category. Total of 30 of 60 students or about 50 % students have a learning motivation are in the high category. Meaning more out of three quarters of female students who are can be research samples have high learning motivation.

4.6.2 Students' Reading Motivation of Male

The results showed that student learning motivation is manifold male genitals as a whole are in the high category. A total of 30 out of 60 students or about 73.81% of students have a learning motivation that is on high category. It means more than three quarter of male students who become the research sample has learning motivation tall one.

4.6.3 Differences in Reading Motivation Between Male and Female Student

The results showed that there are significant differences between the learning motivation of students of type female and male genitals. The matters see

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from the coefficient Sig α of $0.025 \leq 0.05$. Motivation of students' learning type female genitalia has an average score higher than students of the type male genital. Based on research findings, female students overall average motivational score learning that is in the high category. Can be said based on the results of this study, student`s women are more motivated compared to male students. If related to the term gender is word absorption from English.

4.7 Interpretations

Based on the analysis the result of the questionnaire and reading test, it revealed the motivations had a positive significant correlation with reading achievement and genders. Based on the product moment correlations, it was found that there was medium significant correlation between reading motivation and genders at SMP Muhammadiyah 7 Medan. Which indicate that reading motivations and had medium relations to their reading achievement. The explanations to support finding is that from eight grade student.

The researchers believe that not only motivations of student which can guarantee them success in English learning, but student also must other personality factors it`s like interest, intelligence, etc and make sure external factors like media, learning method, teachers and etc. some expert said there is two of the biggest influence on reading are teacher and parents role. If the student positively exposed to reading outside of the school, the students will be more motivated to read in school.

In addition to look deeper, into detail process of the reading the writer perceived there were some factors affecting the result of the present of study such

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us the controlled situations in which the questionnaire were completed. For example, noise distractions, discussing questionnaire and responses with other respondent to complete the questionnaire honesty and seriousness given to fill out the questionnaire or event respondent health was not good. Environmental conditions that impact the learners who try to read a passage. Readers may have a lot problem to understand the text on a organized environment that those who read a calm and control face.

If learners are in unsafe place, they find out the difficult to focus on their reading. When there are in safe environment, their reading comprehensions will better. Readers will lose their concentrations in understanding a text when there are noises like television or radio. Sheshu (2015:28) argue that one factor that effect reading comprehensions achievement in reading material, teachers of the reading and questioning strategies. Although there is not much research on reading motivations and reading achievement support the finding of this study. The result of this research present study was in accordance based in the result Harati (2009) ho found the coefficient correlations between reading motivations and reading achievement. It means that there was medium relationship between reading motivations and reading achievement between genders.

There are two factors influences the student reading achievement beside motivations and there are related one another. There are internal and external factors. The internal factors mean something which comes from the readers himself or usually knows as personal factors, because the factor has exited inside the readers. This factors deal with self-motivations and interest. The external

factor has close relationship with reading material and teachers of reading. The student achievement in reading depends on the levels of difficulty of the text. It can influence the student achievement if the text given is not a right level of difficulty of the readers. The teacher in reading should be careful in choosing the text and giving a task because there are related to student reading achievement.

Next, by looking at the result, the writers conclude that motivations influence student reading comprehension achievement and student who have higher motivations tend to have better of reading achievement. While, the rest of the student who had high motivations, they did not get high score in reading test. This phenomenon was cause by other factors beside motivations such is their intelligence, attitude, interest, etc.

BAB V

CONCLUSION AND SUGESTIONS

5.1 Conclusion

After the writer was conducted at the eighth grade student of SMP Muhammadiyah 7 Medan, some conclusions based on Pearson Product Moment test, it shown that there is correlations between gender` motivations and reading achievement comprehension. The coefficient correlations $(r_{xy})$ obtain was 0,745. Therefore it`s answered the research that there was a relationship between genders` motivations and reading achievement comprehensions.

According to the result of the reading motivations scale the level of eight grades by looking modus of the table female student reading motivations more high then male student.

1. The result of reading achievement indicated the female reading comprehensions belonged to good category.

2. According the result of the reading motivations scale the level of eight grades by looking modus of the table Male student reading motivations are then female student.

3. The result of reading achievement indicated the female reading comprehensions belonged to bad category. The research result can be interpreted that student motivations between male and female students are

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different. It`s means that female students are superior in terms of reading and have high motivation compared to male students.

4. There are three other factors that are intelligence, attitude and interest. The students who have motivations toward English affect their reading willingness to read as well as their participant and commitment to study well because motivations is one of factor which determines the success of failure in second language learning which can influences frequency of using learning strategy.

5.2 Suggestions

Based on the conclusion about the finding of the study, the researchers would like to suggest the students to keep building their motivations about reading. So it will give positive contributions on their reading comprehensions. Not only for students, but also for the teachers to motivated their students more about the importance of reading to contribute their role as motivator for their student. The researcher would like to propose some recommendations to the English teachers. The teachers should be taken some effort to develop student motivations and encourage them to practice in reading comprehensions. The teachers also need to apply some reading strategies that which are suitable for the levels of the students.

And the last, the researcher would like to recommended other researchers to conduct such research upon other language skills. The purpose is to help the

researcher [1] to draw holistic picture about reading motivations and reading comprehension achievement between genders.

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