THE EFFECT OF GRAMMAR TRANSLATION METHOD TOWARDS STUDENTS' READING COMPREHENSION AND READING MOTIVATION AT SMAN 4 PALANGKA RAYA

THESIS

BY
RIZKY KURNIAWAN
NIM 1501121044

STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1442 H

THE EFFECT OF GRAMMAR TRANSLATION METHOD TOWARDS STUDENTS' READING COMPREHENSION AND READING MOTIVATION AT SMAN 4 PALANGKA RAYA

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

BY
RIZKY KURNIAWAN
NIM 1501121044

STATE ISLAMIC INSTITUTE OF PALANGKARAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
2020 M / 1442 H

OFFICAL NOTE

Palangka Raya, Juni ,2020

Case : **Examination of**
Rizky Kurniawan

To The Dean of Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya
In-
Palangka Raya

Assalamu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Rizky Kurniawan
SRN : 1501121044
Title :The Effect Of Grammar Translation Method Towards Students' Reading Comprehansion And Reading Motivation At Sman 4 Palangkaraya

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan*in the Study Program of English Education of the Language Education of the Faculty of Education and Teacher Training of the State Islamic Institude of Palangka Raya.

Wassalamu'alaikum Wr. Wb.

Advisor I	Advisor II
M. Zaini Miftah, M.Pd	**Zaitun Qamariah, S,Pd,I M,Pd**
ORN. 197509152009121002	**ORN. 198405192015032003**

ADVISOR APPROVAL

Title	: The effect of grammar translation method towards students' reading comprehansion and reading motivation at sman 4 palangkaraya
Name	: Rizky Kurniawan
SRN	: 1501121044
Faculty	: Education and Teacher Training
Department	: Language Education
Study Program	: English Education
Level	: S-1

This is to certify that the thesis has been approved by the thesis advisor for ThesisExamination/*Munaqasah* by the Board of Examiners of the Faculty ofTeacher Training and Educationof the State Islamic Institute of Palangka Raya.

Palangka Raya, June ,2020

Approved by:

Advisor I	Advisor II
M. Zaini Miftah, M.Pd	**Zaitun Qamariah, S,Pd,I M,Pd**
ORN. 197509152009121002	**ORN. 198405192015032003**

Acknowledged by:

The Vice Dean of Academic Affairs	Secretary of Language Education Department
Dr. Nurul Wahdah, M.Pd	**Akhmad Ali Mirza, M.Pd**
ORN. 198003072006042004	**ORN. 198406222015031003**

THESIS APPROVAL

Thesis Title	:	**THE EFFECT OF GRAMMAR TRANSLATION METHOD TOWARDS STUDENTS' READING COMPREHENSION AND READING MOTIVATION AT SMAN 4 PALANGKA RAYA**
Name	:	RIZKY KURNIAWAN
SRN	:	1501121044
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/Munaqasah on:

Day	:	Thursday
Date	:	September 10, 2020

BOARD OF EXAMINERS

Akhmad Ali Mirza, M,Pd .....
(Chair/Examiner)

Sabarun, M,Pd .....
(Main Examiner)

M. Zaini Miftah, M,Pd .....
(Examiner)

Zaitun Qamariah, M,Pd .....
(Secretary/Examiner)

Approved by:
Dean,Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M.Pd
NRN. 196710031993032001

MOTTO AND DEDICATION

Dream as if you will live foreve Live as if you will die today

(Quote by LeBRON james)

This Thesis is dedicated to:
MY Step Father Vriatno
My Mom Mrs.Rusmiati
My Little brother Gilang Yoga P
All of my family.
All students and teacher of SMAN 4 Palangka Raya

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Herewith, I:

Name : Rizky Kurniawan

NIM : 1501121044

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. If a later time is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, June 13th 2020

Yours Faithfully

RIZKY KURNIAWAN

NIM 1501121044

ABSTRACT

Rizky Kurniawan. 2020. *The Effect of Grammar Translation Method Towards Students' Reading Comprehension and Reading Motivation at SMAN 4 Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd, (II) Zaitun Qamariah, S,Pd,I M,Pd

Key words : effect, grammar translation method, reading comprehension, reading motivation.

English classes has own method or technique it's depend on in what level are you if in the university levels the use it is depend on what skill that lecturer teach for example in speaking skills lecturer usually used role play method and for the listening skills lecturer usually used audio lingual method. In the other hands it's would be deferent if it is on senior high school or junior high school the used of method or technique will be depend on what materials that will be teach for example the materials is about narrative text or something else the teacher usually use two share-two stay method but the teacher commonly used jigsaw learning technique.

That's why in this research the researcher take the effect of grammar translation method toward students reading comprehension and their reading motivation as the topic for discussion of this research.

This research aimed to find out the effect of grammar translation method towards students reading comprehension and reading motivation at SMAN 4 Palangka Raya. This research focus on the effect of the method toward students at SMAN 4 Palangka Raya espacialy at first grade which is become my Scope and limitation.

The research design was quantitave approachand the Data collection method used test and questioneir to find out the students reading comprehension and their reading motivation. The researcher conducted experimental and control group for collected the data. The populaton of this research were students of SMAN 4 Palangka Raya and for the population of this research were the first grade students especially Biology class and social class to choose the sample researcher used cluster sampling.

The result of this show that grammar translation method has significant effect toward students reading comprehension and reading motivation it found that Degree of Freedom between group (DFb) = 2 and Degree of Freedom within

group (DFw) = 87 (T_{table} = 1.99), and also F_{value} was 37.019. It showed that F_{value} was higher than T_{table} (37.019 > 1.99). which mean Ha hyphothesis was accepted and Ho was rejected. It means that grammar translation method have effect on students' reading comprehension and reading motivation

ABSTRAK

Rizky Kurniawan. 2020. *Pengaruh Grammar Translation Method Terhadap Pemahaman Menbaca dan Motivasi Membaca Siswa di SMAN 4 Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) . Zaini Miftah, M.Pd, (II) Zaitun Qamariah, S,Pd,I M,Pd

Key words: pengaruh, grammar translation method, pemahaman membaca, motivasi membaca.

Kelas bahasa Inggris memiliki metode atau tekniknya sendiri-sendiri tergantung pada jenjang mana anda jika di tingkat universitas penggunaannya tergantung pada keahlian apa yang diajarkan dosen misalnya pada skill berbicara dosen biasanya menggunakan metode role play dan untuk skill listening yang biasa digunakan dosen metode bahasa audio.

Di sisi lain akan berbeda jika di sekolah menengah atas atau sekolah menengah pertama penggunaan metode atau teknik akan tergantung pada materi apa yang akan diajarkan misalnya materi tentang teks naratif atau hal lain yang biasa digunakan guru metode two share-two stay tetapi guru umumnya menggunakan teknik pembelajaran jigsaw.

Oleh karena itu dalam penelitian ini peneliti mengangkat pengaruh metode grammar translation terhadap kemampuan membaca siswa dan motivasi membaca sebagai topik bahasan dalam penelitian ini.

Penelitian ini bertujuan untuk mengetahui pengaruh dari metode Grammar Translation method terhadap pemahaman membaca dan motivasi siswa di SMAN 4 Palangka Raya. Fokus penelitian ini adalah untuk mengetahui pengaruh dari methode ini terhadap pemahaman membaca dan motivasi membaca siswa SMAN 4 Palangka Raya khususnya siswa yang berada pada tahun pertama yang mana menjadi scope and limitation saya.

Desain dari penelitian ini adalah pendekatan kuantitatif. Methode yang di gunakan dalam pengumpulan data adalah soal dan angket untuk mengetahui pengaruh metode ini terhadap pemahan dan motivasi membaca. Peneliti menggunakan eksperiment dan control group untuk mengumpulkan data. Populasi dari penelitian ini adalah siswa dari SMAN 4 Palangka Raya dan untuk sample dari penelitian ini adalah siswa tahun pertama khususnya kelas IPA dan kelas IPS untuk menentukan sampel peneliti menggunakan cluster sampling.

Hasil dari penelitian ini menunjukan bahwa grammar translation method memiliki pengaruh terhadap pemahaman membaca dan motivasi membaca siswa hasil dari SPSS Degree of freedom antar grup (DFb) = 2 dan Degree of freedom dalam grup (DFw) = 87 (T_{table} = 1.99), dan juga F_{value} 37.019 (37.019 > 1.99) hal ini menunjukan bahwa Ha diterima dan Ho ditolak. Artinya, grammar translation method berpengaruh terhadap pemahaman membaca siswa dan motivasi membaca

ACKNOWLEDGEMENTS

Alhamdulillah and praise to Allah, because of His Blessing and Mercy, the researcher is able to accomplish this thesis entitled: **The Effect of Grammar Translation Method towards Students' Reading Comprehension and Reading Motivation at SMAN 4 Palangka Raya**. In this right chance, the writer would like to give her greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as a Rector of State Islamic Institute of Palangka Raya for his direction and permission of conducting this thesis.
2. Dr. Hj. Rodhatul Jennah, M.Pd. the Dean of the Faculty of Teacher Training and Education of the State Islamic Institute of 4Palangka Raya, for her invaluable assistance both in academic and administrative matters.
3. Dr. Nurul Wahdah, M.Pd the Vice Dean in Academic Affairs, for her invaluable assistance both in academic and administrative matters.
4. Akhmad Ali Mirza, M.Pd., as the secretary of Department of Language Education, for his agreement so that the writer can complete the requirements of writing this thesis.
5. Zaitun Qamariah, S.Pd.I., M.Pd.,, the Chair of Study Program of English Education, for his invaluable assistance both in academic and administrative matters.
6. M, Zaini Miftah, M.Pd the first advisors and Zaitun Qamariah, S.Pd.I., M.Pd.,, the second advisors, for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of this thesis.

7. All members of the board of examiners, for their comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education, so that the researcher got in-depth knowledge of English and English teaching.
9. Yeni Hayati S. Pd, M. Pd .as the head master of SMAN 4 Palangka Raya, for his permission of conducting this research.
10. Mira Devita M. Pd as the English teacher of SMAN 4 Palangka Raya so that the researcher can complete for writing this thesis.
11. Special thanks are addressed to the students of the Class IPA, and Class IPS of SMAN 4 Palangka Raya for their helps.

The researcher realizes that this thesis is still far from the perfect, therefore some constructive critical and suggestion are warmly welcome. May Allah keep us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, 14 June Raya, 2020

The Researcher,

Rizky Kurniawan
NIM 1501121044

TABLE OF CONTENTS

LIST OF TABLES

Table Page

LIST OF FIGURES

Figure Page

LIST OF APPENDICES

Appendix Page

LIST OF ABBREVIATIONS

GTM	:	Grammar Translation Method
Df	:	Degree of Freedom
SD	:	Standart Deviation
SE	:	Standart Error
Ha	:	Alternative Hypothesis
Ho	:	Null Hypothesis
N	:	The Total of Students
SPSS	:	Statistical Package for the Social Science
SMAN	:	Sekolah Menengah Atas Negeri

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses introduction of study that consists of background of the study, research problem, and objective of the study, hypothesis of the study, scope and limitation, significance of the study and definition of key terms.

A. Background of Study

Learning is the first thing that we do when we are come to this world since we are a child. When we as a baby we learn how to sit, stand, and even learn how to talk or speak. But, when we are as a students be it junior high school, senior high school, or even college students sometimes when we are learning about something as especially about our course materials we need a method to make we moreeasily to understand the materials. So, how about if we are as a lecturer or a teacher of course we also need a method or technique for teaching the materials in our classroom.

In teaching world there are many method and technique that usually used by the teacher or lecturer let sat GTM, TWO SHARE-TWO STAY, ROLE METHOD, AUDIO LINGUAL METHOD, JIGSAW technique. For example, in biology classes they have their own method or technique that teacher or lecturer used. In the same condition English classes also has own method or technique it's depend on in what level are you if in the university levels the use it is depend on what skill that lecturer teach for example in speaking skills lecturer usually used role play method and for the listening

skills lecturer usually used audio lingual method. In the other hands it's would be deferent if it is on senior high school or junior high school the used of method or technique will be depend on what materials that will be teach for example the materials is about narrative text or something else the teacher usually use two share-two stay method but the teacher commonly used jigsaw learning technique.

That's why in this research the researcher take the effect of grammar translation method toward students reading comprehension and their reading motivation as the topic for discussion of this research. This also become the reason why this experiment is important which is to give information about grammar translation method included how to use this method in high school education which will help teacher to implementation this method while teaching in their class and this experiment also help teacher decided is it right or good to use grammar translation method in narrative text.

The researcher use grammar translation method as learning method to know is this method more effective in teaching reading skill. and also the reason why researcher choose this methods because this method commonly used by the teacher in teaching reading and help teacher get information about the effect of the implementation of this experiment toward students understanding the materials especially materials that conclude text on it such as narrative text etc.

B. Research Problems

This research has three research problems, it is:

1. Is there any effect of GTM towards students' reading comprehension?
2. Is there any effect of GTM towards students' reading motivation?
3. Is there any effect of GTM towards students' reading comprehension and reading motivation?

C. Objective of the Study

According to the research problems the objective of the study is:

1. The effect of GTM towards students' reading comprehension.
2. The effect of GTM towards students' reading motivation.
3. The effect of GTM towards students' reading comprehension and reading motivation.

D. Hypothesis of the Study

The hypothesis of this study is divided into two categories. They are alternative hypothesis and null hypothesis.

1. Alternative Hypothesis (Ha)

a. Researcher consideredgrammar translation method has significant effect in students' comprehension on reading at the first grade of SMAN 4 Palangka Raya.

b. Researcher considered grammar translation method has significant effect in students' reading motivation on reading at the firstgrade of SMAN 4 Palangka Raya.

c. Researcher consideredgrammar translation method has significant effect in students' comprehension and their motivation on reading at the firstgrade of SMAN 4 Palangka Raya.

2. Null Hypothesis (Ho)

a. Grammar translation method has no effect toward students' comprehension on reading due the process take too long at the firstgrade of SMAN 4 Palangka Raya.

b. Grammar translation method has no effect toward students' motivation on reading due the process take too long at the firstgrade of SMAN 4 Palangka Raya.

c. Grammar translation method has no effect toward students' comprehension and their motivation on reading due the process take too long at the firstgrade of SMAN 4 Palangka Raya.

E. Scope and Limitation

To simplify the study, the researcher limits the research on the effect of using grammar translation method toward students reading comprehension and reading motivation more specific the materials is narrative text. The population of this research will be firstGrade of senior high school at SMAN4

Palangka Raya students. The population choose by using cluster sampling and it will specify the population into two class.Thereare several reason why the researcher choose firstgrade of senior high school at SMAN 4 Palangka Raya.(1) Theresearcher had ever study in SMAN 4 Palangka Raya so it will made the collecting the data process more easily.(2) First grade choose because the researcher assume they already have enough base knowledge or have knownEnglish materials.(3) Theresearcher doesn't choose third grade because the condition doesn't allow to choose them as population.

F. The Significance of the Study

The result of this study is expected to be useful for the teachers to give more information about grammar translation method in teaching reading materials. For teachers, the result of this study can be used to help students improve their comprehension and motivation about reading materials. So, the students can be easier to understand it. Hopefully, this research can be a medium to improve students' comprehend the reading materials. And the result of this study can be used as one of reference in teaching method. For the next researchers, who interest in this study to get information about grammar translation method toward reading comprehension and motivation.

G. Definition of Key Terms

1. In this study, grammartranslation method of foreign language teaching is one of the most traditional methods.

2. In this study Reading is an activity to understand what the text contains.
3. Jeniffer Serravallo stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text. Comprehension instruction begins before children can even conventionally read. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses review of related literature that consists of related studies, definition of reading, the history, definition, advantages and disadvantages, and implementationgrammar translation method.

A. Related Studies

The researcher found some related studies has done by the previous researchers, the first is from (Megawati, 2017: 2-2) Based on the research result of improving students' reading comprehension through grammar translation method to the tenth grade students of SMK Private TaposDepok, the researcher gives conclusion that ability of students' reading comprehension through grammar translation method improve significantly with average in cycle I average score is 6,76 or 60%, cycle II average score is 7,35 or 78%, cycle III average score is 7,8 or 100%. This is revealed when the students could answer the question and it can read the text fluently. Through grammar translation method is proved to be effective in improving students' reading comprehension. Students can easily understand reading a text. Students should be active to practice reading from the kind of material given by teacher and some information from mass media. In order to make students can get better result in learning English.

Second, EkaFatmalathis research based on Larsen – Freeman Grammar Translation Method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the

study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language and better. The kinds of this research is quantitative research. The population of *MTsWathoniyah*is 278 students, the researcher take 15% from the population so, the sample of this research in 40 students. The instruments of collecting data are observation, interview, and test. The instrument of the research have been tested for the validity and reliability. The data collected are analyzed by quantitative research it means by using t-test. The result of the test shows that average score of the students understanding in reading comprehension. The researcher given pre-test and post-test. The average score of pre-test is 7.01 and the score average of post-test is 8.03. Meanwhile, based on the calculation above, the value t = 3.417 and t table =2.02. T values greater than T table that found positive significant influence. Based on the value "t" it can be stated that there is significant influence of the application of grammar translation method on the students' understanding in reading comprehension. The grammar translation method one of method that can be increase students' reading skill. The researcher hopes that this suggestion can give some advantages and motivations to the English teacher concerning with the learning progress, the students to be motivated in learning English and the next research to complete this research.

Third, Ishraq M. Aqel entitled The result of this study is Grammar-Translation method is an important kind of teaching methodology that the

teachers should adapt it to teach English as a second language and the researchers should highlight the advantage or disadvantage of this method. Many reasons are behind that, first, because it is an applicable method and easy to conduct. Second, the first intellectual act the learner can use when feel unable to express by the target language is interpreting by native language and that exactly the core of this method. Third, the great benefit of join the knowledge of both languages which free the learner from the ambiguity of the target language. After all, the researcher recommend that after the exhibiting of the language skills and the grammatical rules, the usefulness of translation is decreasing. Therefore, the applying of grammatical structure or the practicing of the language skills in general should be in the target language to confirm the needed forms that the learners must develop to achieve the best results they are looking for.

In addition, the differences between the previous studies with this study are related to the approach of the study that is use grammar translation method (GTM) that contain quantitative research. Meanwhile, this study is Experimental Research. The purpose of the study was to measure the effect by using GTM towards the comprehensionof students reading materials.

B. TEFL

Based on Collin dictionary TEFL isthe teaching of English to people whose first language is not English, especially people from a country where

English is not spoken. TEFL is an abbreviation for 'teaching English as a foreign language'.

There are a lot of Factors that effecting TEFL (1) **Intelligence** Traditionally, intelligence is the term that refers to “performance on certain kinds of tests” Lightbown and Spada, 2001: 31. Moreover they states that these tests are often allied with success in school. For long time people use IQ test as a means to predict how successful a language learners will be. Considering this, Lighbown and Spada*(ibid)* believe that” intelligence is complex and that individuals have many kind of abilities and strengths, not all of which are measured by traditional IQ test” Persons who are linguistically intelligent able to use words effectively both orally and in writing. They are able to use language effectively using 11 various ways, such as to convince others to do something, to memorize information, and to talk about language itself (Christisson, 1996). Gardner proposes that everyone has the capacity to develop all intelligences to a reasonably high level. This information is encouraging for language teachers. It may mean that teachers can help the second language learners to develop their intelligences--including linguistic intelligence. It is widely believed that the combination of the right environmental influences and quality instruction takes a significant role in the language learning success; and teachers may take part on both of these. (2) **Motivation** it is widely agreed that motivation is a key factor in second language (L2) or foreign language (FL) leaning success. People may start learning L2 orFL because of various reasons that may come intrinsically

or extrinsically. Many people nowadays enjoy learning L2/FL and try hard to get high levelproficiency. Some others learn these not because they want it but merelybecause they should do it that way, for example some students inESL/EFL context learn L2/FL because the educational policies in theircountries ask them to do so. It seems that for some people, learningsecond or foreign languages, to some extent, may be just a matter ofchoice rather than a necessity, but for some others it becomes anessential action, as there are a lot of benefits that go with that. As theresponse of people toward language learning is varied, it is interesting tofind out the reasons behind that, which then bring to the discussion aboutmotivation.Motivation, in broad-spectrum, refers to the effort in which learners putlearning into practice as a result of their need or desire to do it.

C. Reading

1. Definition of Reading

Definition of Reading Comprehension. Reading comprehension is very important because it may be tested by a passage which is to be translated into good English, or by question based on the content of a passage. In this case the passage is not translated, the questions being asked in the foreign language and the student answering in English.

Definition of Reading Comprehension. As detail definition, Peter Westwood stated that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to, for

example, as literal, inferential and critical. The most basic level (literal) is where the reader is able to understand the factual information presented in a passage of text – for example, he or she can tell you the name of the main character and what he does for a living, because that information is stated explicitly in the text. The next level is referred to as the inferential level.

At this level the reader is able to go beyond the words on the page and infer other details for example, to realize that the main character is angry from what he says and what he does. Being able to operate at the inferential level means that the reader is using information effectively to deduce cause and effect, and to anticipate what may come next. At a more demanding level (critical reading), the reader is able to appraise what he or she is reading for example, detecting good writing style from the author, recognizing when some statements in the text are biased or incorrect, appreciating the researcher's viewpoint, comparing and contrasting information with other facts they have read elsewhere, and reflecting upon the importance or otherwise of the opinions presented. Weak readers who are still struggling with word recognition have enormous difficulty progressing beyond a literal level of comprehension because most of their cognitive effort is taken up in unlocking the print.

Besides all the definitions from the dictionary there are also definitions made by several people. According to Spears (2006: 2), "the reading process begins with decoding words that is, deciphering the

letters that make up individual words. But reading is more than merely processing letters and sounds. According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

According to Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Other definition by Collins English Learner's Dictionary is that reading is an act of looking at and understanding point. This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

2. Type of Reading

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

a. *Subvocalized* reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.

b. *Speed reading* is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

c. *Incremental reading* is a software-assisted reading method designed for long-term memorization. "Incremental reading" means "reading in portions": in each session, parts of several electronic articles are read inside a prioritized reading list. In the course of reading, important pieces of information are extracted and converted into flashcards, which are then reviewed by a spaced repetition algorithm.

d. *Proofreading* is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows. A good proofreader needs to have a strong vocabulary and should be meticulous in his/her approach.

e. *Rereading* is reading a book more than once. "One cannot read a book: one can only reread it," Vladimir Nabokov once said. A paper published in the *Journal of Consumer Research* (Antonia (2012))

found re-reading offers mental health benefits because it allows for a more profound emotional connection and self-reflection, versus the first reading, which is more focused on the events and plot.

f. *Rapid serial visual presentation (RSVP)* reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. RSVP eliminates inter-word saccades, limits intra-word saccades, and prevents reader control of fixation times (Legge, Mansfield, & Chung, 2001). RSVP controls for differences in reader eye movement, and consequently is often used to measure reading speed in experiments.

3. Level of Reading

According to Mortimer and Doren reading has four level there are:

a. Elementary Reading

It's also called initial reading, rudimentary reading, or basic reading. Once this level is mastered, readers go from nonliterary to at least beginning literacy. In mastering this level, one learns the rudiments of the art of reading, receives basic training in reading, and acquires initial reading skills.

b. Inspectional Reading

This is also called pre-reading or skimming. This level is characterized by its emphasis on time…its aim is to get the most out of a book within a given time'. This is usually done through an

examination of the surface of the book checking things such as the title of the book, its preface, and table of contents, index, and publisher's blurb if available. Etc. Upon finishing reading at this level.

c. Analytical Reading

This is a more demanding level for readers. It's more complex than the preceding levels and represents a thorough and complete form of reading. Analytic reading is 'hardly ever necessary if your goal in reading is simply information of entertainment.

d. SyntopicalReading

It's also called comparative reading. This is the most complex and systematic level of reading. A syntopical reader reads different texts on the same subject and compares them to each other to arrive at a holistic and more nuanced understanding of the subject.

4. Reading Assessment

Readingis a visual process-vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. The visual process of taking in information visually and translating that into dimensions of thought is very rapid. It moves at the speed of thought and this process exceeds the speed of light. Whole-brain, intuitive, symbolic reading is meant to be a conceptual metaphor for life. It is blueprinted

into human right-left brained and holistic mind. It is simply connecting one person's intuition to another's. The author is imagining something (even when the author is writing about facts), the reader can interpret those writings and glean the author's imaginings.

Lidz, 2003: **assessment** is the process of gathering information to obtain a profile a child psychology that includes symptoms and intensity, the constraints experienced by the strengths and weaknesses well as the important role they need.

5. Reading Motivation

Reading motivation is the motivational drive to read, an area of interest in the field of education. Studying and implementing the conditions under which students are motivated to read is important in the process of teaching and fostering learning. Reading and writing motivation are the processes to put more effort on reading and writing activities.

Different strategies can be followed to develop a student's motivation to read.

- Integrating sensory organs with text materials. For example, when reading the word "apple", read it loudly, visualize, feel the texture, taste, and odor.
- Pronounce each word properly. Differentiate pronunciation for the purpose of spelling and for the purpose of communicating ideas.

- In pronunciation, give emphasis on phonic discrimination, such as, C-A-T, C-A-N.
- Change from extrinsic to intrinsic reading motivation. Although incentives are a good motivator, further interest in reading will come from intrinsic wants and needs. Instead of rewarding reading with a gift, relate reading completion to increased reading competency and accomplishment.
- Organize reading material in an attractive way.

For students who know how to read, but need extra encouragement, giving a book talk is a way to inspire reading. It is an especially effective tool with reluctant readers who need a hook before they will invest the energy into reading a book. Reading motivation for children can be enhanced when it is read with songs or music playing. Motivation divided into two which is intrinsic and extrinsic.

Intrinsic motivation is when one does something because of personal interest in that particular thing. Extrinsic motivation has to do with avoiding the consequences of not doing something.

The motivation to read is one of the major factors that determine student success or failure in elementary school. Therefore, it is crucial to come up with ways to motivate and include all students to read. Reading is a task requiring interest and effort; as such, the reading skill of students has been associated with reading motivation. Students who are extremely motivated to read choose to find the time to read, which in turn will

develop into a lifelong reading habit. Hence, motivation plays a crucial role in elementary schools to foster reading.

D. Grammar Translation Method

1. GTM History

The grammar–translation method originated from the practice of teaching Latin. In the early 1500s, Latin was the most widely studied foreign language due to its prominence in government, academia, and business. However, during the course of the century the use of Latin dwindled, and it was gradually replaced by English, French, and Italian. After the decline of Latin, the purpose of learning it in schools changed. Whereas previously students had learned Latin for the purpose of communication, it came to be learned as a purely academic subject.

Throughout Europe in the 18th and 19th centuries, the education system was formed primarily around a concept called faculty psychology. This theory dictated that the body and mind were separate and the mind consisted of three parts: the will, emotion, and intellect. It was believed that the intellect could be sharpened enough to eventually control the will and emotions. The way to do this was through learning classical literature of the Greeks and Romans, as well as mathematics. Additionally, an adult with such an education was considered mentally prepared for the world and its challenges.

At first it was believed that teaching modern languages was not useful for the development of mental discipline and thus they were left out of the curriculum. When modern languages did begin to appear in school curricula in the 19th century, teachers taught them with the same grammar–translation method as was used for classical Latin and Greek. As a result, textbooks were essentially copied for the modern language classroom. In the United States of America, the basic foundations of this method were used in most high school and college foreign language classrooms.

2. The Definition of Grammar Translation Method

Grammar Translation Method The grammar-translation method of foreign language teaching is one of the most traditional methods. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, involving little or no spoken communication or listening comprehension.

3. The Implementation of Grammar Translation Method

There are some techniques those are used in implementing GTM, every technique is related with the others, according to Larsen Freeman (2006: 19-20), the techniques are: 1. Translation of a literary passage the students translate a reading passage from the target language into the native language. The translation may be written or spoken both. 2.

Reading comprehension questions the students answer questions in the target language based on their understanding of the passage they are read. 3. Antonyms/synonyms the students ordered to find out the antonym of some words in the passage. 4. Cognates the teacher teaches the students to recognize cognates by learning the sound patterns or spelling that correspond between the languages. 5. Deductive application of rule Grammar rules are presented with examples. Exception to each rules are also noted. Once the students understand a rule, they are ordered to apply it to some different examples. 6. Fill in the blanks the students are given a series of sentences with word missing and they fill in the blanks with new vocabulary items or with items of particular grammar type. 7. Memorization Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation. 8. Use words in sentences In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words. 9. Composition The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Those techniques can be used separately or united in an implementation of teaching learning activity.

4. The Advantages and Disadvantages of Grammar Translation Method

a. Advantages

(1) This method is useful in the class in which there are a large no of students. (2) It is beneficial to use in the class where there are students of various levels-very intelligent and not-so-very intelligent. (3) It helps the teacher to clear the meaning of a word and sentence easily by translating it in to the mother tongue. (4) The students understand the things very easily if taught using this method. (5) It doesn't consume the time in finishing the syllabus. (6) Precise pictures of the words and the things are made in to the minds of the learners through this method. (7) This Translation Method is very useful for the average and below-average students.

b. Disadvantages

(1) No oral work takes place in the class room due to this method. (2) The main focus remains only on the mother-tongue and the target language remains ignored. (3) No Speaking in the target language is possible. The only thrust remains on the reading. (4) The students don't develop the power of thinking in the target language. (5) It doesn't help the students to learn correct pronunciation of English Language or the target language. (6) Main emphasis is given on the Rules of Grammar. (7) Students try to do everything by

translating. (8) This method doesn't involve the students mentally and just like story telling method.

CHAPTER III

RESEARCH METHOD

One of the important things in a research is the Research Method of the study. In this chapter the researcher presented the research design, population and sample, research instrument, data collection procedure, and data analysis procedure of the study that have collected from the research in the field.

A. Research Design

In this research, the researcher will conduct a Quasi-experimental design. More specific the researcher will conduct true experimental research. The researcher assesses this by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized assignments (Keppel, 1991). Included within quasi-experiments are single subjectdesigns.

The experiment will conduct in two groups. They are experimental and control group. The experimental group is the group who will receive the treatment that is the use of peer group study as an approach on comprehend reading materials, while the control group is a group who will not be exposed to the experimental treatment. In this most basic of experimental designs, the group receiving the treatment is called the experimental group and the other group the control group (Bordens& Abbott, 2011).

Two groups are employed in this design; one group, the experimental group, receives a treatment while the second group, the control group, does not. Both groups were given a pretest and a posttest. Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying one way ANOVA was used to determine if the students' result of the test which was taught by using the software and without using the software was significant or not.

B. Population and Sample

1. Population

According to (Schreiber &Asber-self, 2011), "the population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested". The researcher will take the first gradestudents of SMAN 4 Palangka Raya as the population of the study.

2. Sample

Bordens& Abbott, (2011), a sample is a small subgroup chosen from the larger population. Schreiber &Asber-self (2011), the sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample

group. For the sample of this research, the researcher will take two classes in order to get the data. The total number of the sample will be 60 students.

Table 3.1 Population and Sample

Population	Sample	Explanation
IPA 200 Students	IPA 30 Students	EXPERIMENT GROUP
IPS 200 Students	IPS 30 Students	CONTROL GROUP
BHS 40 Students		
Total	**60 Students**	

C. Research Instrument

1. Research Instrument Development

The instrument of collecting data is used by the researcher to get the data observation was multiple choices narrative reading test and questionnaire test. "A test is a set of stimuli presented to an individual in order to clicit responses on the basis of which a numerical score can be assigned (Ary, et al, 2010, p. 201).

a. Narrative Reading Test

The researcher take the data of this research by using a test. The test was used to know result of the effectiveness using Grammar Translation Method of the first grade of SMAN 4 Palangka Raya. To get information about student's score in multiple choices, the researcher used narrative text multiple choices test. The reason

researcher choose multiple choices is because multiple choices commonly used by the teacher which means students are used to it.

For the text that researcher used is narrative text where it is on literal reading level because the researcher considered it is on high school students

The following table is presented for the specification of test items.

Table 3.2 Specification of Test Items

No	Part	Quantity	Numb of item
1	Text 1		
	Multiple Choices	5	1 – 5
2	Text 2		
	Multiple Choices	5	6 – 10
3	Text 3		
	Multiple Choices	5	11 – 15

b. Questionnaire Test

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. The researcher adapted a questionnaire developed by Cassandra S. Coddington and John T. Guthrie to get information about students' reading motivation. The questionnaire used to collect data on the point of view of students about their reading motivation. Total of the questionnaire are 13 item. And for item 1). It ask students how students handle with hard word when reading. 2). It ask students how good students remembering what they read. 3.) It ask students confidenity on reading. 4). It ask students confidenity on hard word

comprehension. 5). It ask students confidenity on hard word comprehension. 6). It ask students feeling when read text. 7). It ask students feeling when read text. 8). It ask students feeling when read text in some place. 9).It ask students feeling when read text in some place. 10). It ask students feeling when read text in some place. 11). It ask students problems when read text. 12). It ask students problems when read text. 13). It ask students problems when read text,

Based on Cassandra S. Coddington and John T. Guthrie, they make a score in questionnaire as:

Table 3.3Score of Questionnaire

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

A Higher score indicated higher motivation and lower score indicated lower motivation of the students which based on the criteria of score interpretation below.

Table 3.4 Score Interpretation

No	Score	Categorized
1	0% - 20%	Very Low
2	21% - 40%	Low
3	41% - 60%	Moderately
4	61% - 80%	Strong
5	81% - 100%	Very Strong

2. Research Instrument Validity

"Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the extent to which an instruments measured what it claimed to measure. The focus of recent views of validity is not on the instrument itself but on the interpretation and meaning of the scores derived from the instrument" (Ary, et al. 2010, p. 225).

a. Face Validity

"Face validity referred to the extent to which examinees believe the instrument is measuring what it is supposed to measure" (Ary, et al. 2010, p. 228). So questionnaire is used to measure student's comprehension in reading and the multiple choices test is used to measure student's score.

b. Content Validity

According to Creswell (2014, p.618) Content validity is the extent to which the questions on the instrument and the scores from the questions are representative of all the possible question that could be asked about the content or skills. The researcher used a questionnaire adapted from by Cassandra S. Coddington and John T. Guthrie, the questionnaire used to find out the first grade students' comprehension in reading. And for the multiple choice used to find students' score to know the significant.

The score of the test is automatically score by the researcher is, "the students' correct choice" divided by "the question" times "100".

c. Construct Validity

Construct validity is a determination of the significance, meaning, purpose, and use of scores from an instrument (Creswell, 2014, p.618). To measure the questionnaireresearcher used SPSSsoftware and for the multiple choice researcher used manual formula and then used SPSSsoftware.

3. Research Instrument Reliability

"Reliability is the extent to which the test measures what it claim to measure" (Ary, et al. 2010, p. 201). The questionnaire are taking from *Cassandra S. Coddington and John T. Guthrie* that the guide is supported by *University of Maryland.* For the multiples choices test used the reliability formulas in SPSS software.

D. Data Collection Procedure

To get the data, the researcher used some procedures as follows:

1. The researcherchose the population of the study.
2. The researcher determined two groups, the first group was experiment group and the second group was control group.
3. The researcher gave pretest to both classes (experiment group and control group).

4. The researcher checked the result of pretest.
5. The researcher gave treatment (teaching) to the experiment group using grammar translation method and the researcher taught the control group using original method.
6. The researcher gave posttest to both classes.
7. The researcher checked the result of posttest.
8. The researcher gave score to students' answer (pretest and posttest).

E. Data Analysis Procedure

To analyze the data that has been collected, the researcher used some procedure in this study:

1. After the researcher gave test to the students of the first grade students at SMAN 4 Palangka Raya.
2. The researcher collected the data of the students' test result.
3. The researcher gave score the students' test result by using the formula (AnasSudijono as cited in UswatunHasanah, 2016, p. 76):

   $Score = \frac{B}{N} x\ 100$

   Where:

   B : Frequency of the correct answer

   N : Number of test items
4. The researcher calculated the data by using one-way ANOVA in SPSS.
5. The researcher interpreted the result of one-way ANOVA.
6. The researcher discussed and concluded the result of data analysis.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data which had been collected from the researcher in the field of study which consists of data presentation, research findings, and discussion**.**

A. Data Presentation

1. The Result of Pre-test and Post-test Score of Students' Reading Comprehension of the Experiment and Control Class

a. The Result of Pre-test and Post-test Score of Students' Reading Comprehension in Experiment Class

The pre-test had been conducted in class IPA with the number of 30 students on October, 13th 2019. Meanwhile the post-test had been conducted on Thursday, December, 3th 2019.

The scores of students' reading comprehension in experiment class were presented in table 4.1 bellow.

Table 4.1the Result of Pre-test and Post-test Score of Students' Reading Comprehension in Experiment Class

No.	Students' Initial Name	Pre-test Score	Post-test Score	Improvement	Percent (%)
1.	D.H	40	60	20	33%
2.	F.A	27	60	33	55%
3.	M.A	33	53	20	38%
4.	R	53	60	7	12%
5.	A.F	13	53	40	75%
6.	A.D	53	53	0	0%
7.	W	40	53	13	25%
8.	A.A	53	53	0	0%
9.	A.S	20	53	33	62%

10.	P.S	33	80	47	59%
11.	R.D	53	53	0	0%
12.	M.M	66	87	21	24%
13.	L.A	53	73	20	27%
14.	D.P	60	66	6	9%
15.	G.O	60	60	0	0%
16.	M.A.P	53	66	13	20%
17.	A.M.V	66	73	7	10%
18.	R.W	66	80	14	18%
19.	A.D	66	80	14	18%
20.	I.P	53	53	0	0%
21.	D.W	53	73	20	27%
22.	S	53	53	0	0%
23.	V.D.D	53	87	34	39%
24.	D.W	53	80	27	34%
25.	R.S	66	87	21	24%
26.	N.S	33	73	40	55%
27.	U.H	47	66	19	29%
28.	W	53	53	0	0%
29.	D	53	73	20	27%
30.	P.F	53	73	20	27%
Sum		**1.478**	**1.987**		
Highest Score		**66**	**87**		
Lowest Score		**13**	**53**		
Mean		**49.27**	**66.23**		

It can be seen in the table 4.1 above, based on the result of research in class IPA as experiment class before giving treatment, the highest pre-test score was 66 and the lowest score was 13 with sum of the score was 1.478 and mean was 49.27. Then, the result of research after taught using Grammar Translation Method, the highest post-test score was 87 and the lowest score was 53 with sum of the score was 1.987 and mean was 66.23. In conclusion, mean of pre-test score was 49.27 and in the post-test was 66.23.

In the pre-test, there were a student who got score 13, a student got 20, a student got 27, three students got score 33, two students got score 40 and a student got score 47. Besides that, there were fourteen students who got score 53, two students got score 60, and the highest score was 66 got by five students. Then in the post-test, there were ten students who got score 53, four students who got score 60, three students got score 66, six students got score 73, four students got score 80, and the highest score was 87 got by three students. It could be concluded that, the students' reading comprehension score of experiment class was increased from pre-test to post-test with total score 1.478 to 1.987.

Then, the following figure was the frequency distribution of students' pre-test scores of experiment class.

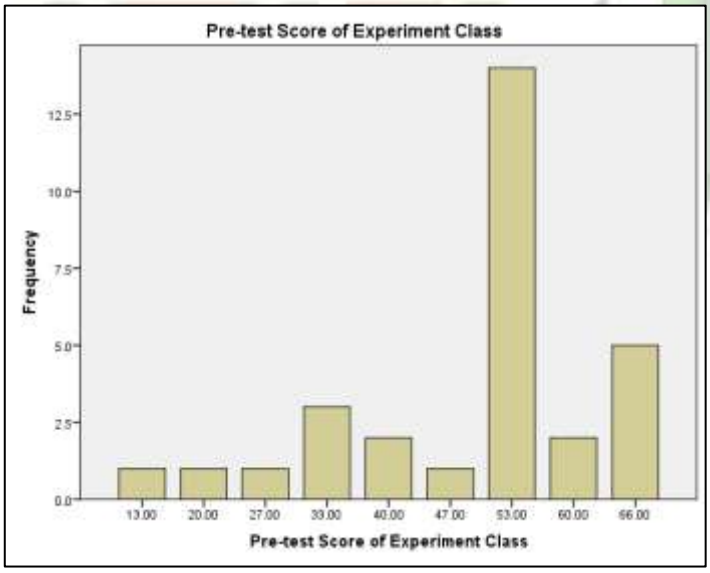

Figure 4.1 the Frequency Distribution of Students' Pre-test Score of Experiment Class

The bar chart depicts the students' pre-test score of experiment class. There were a student who got score 13, a student who got score 20, and a student who got score 27.Three students who got score 33, two students who got score 40 and a student who got score 47. Then, there were fourteen students who got score 53, two students who got score 60 and the higher score were 66 that got by the five students.

Besides that, the researcher also calculated the score of mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.2 the Calculation of Mean, Median, Standard Error of Mean and Standard Deviation

Statistics		
Pre-test Score of Experiment Class		
N	Valid	30
	Missing	0
Mean		49.2667
Std. Error of Mean		2.50605
Median		53.0000
Std. Deviation		13.72622
Minimum		13.00
Maximum		66.00
Sum		1478.00

Based on the data above, it was known the lowest score was 13.00 and the highest score was 66.00. For the result of calculation using SPSS 20, it was found that the mean of pre-test score was 49.2667, median was 53.0000, the standard deviation 13.72622 and the standard error of mean was 2.50605.

Meanwhile, the frequency distribution of students' post-test score of experiment class can be seen in the following figure.

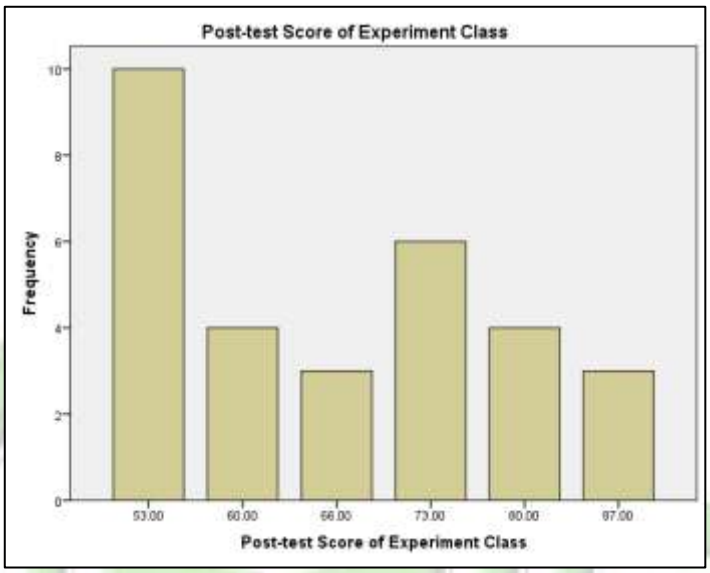

Figure 4.2 the Frequency Distribution of Students' Post-test Score of Experiment Class

The bar chart depicts the students' post-test score of experiment class. There were ten students who got score 53, four students who got score 60, and three students who got score 66. Then, there were six students who got score 73 and four students who got score 80. The last, three students who got a higher score there were 87.

Besides that, the researcher also calculated the score of mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.3 the Calculation of Mean, Median, Standard Error of Mean and Standard Deviation

Statistics		
Post-test Score of Experiment Class		
N	Valid	30
	Missing	0

Mean	66.2333
Std. Error of Mean	2.20589
Median	66.0000
Std. Deviation	12.08214
Minimum	53.00
Maximum	87.00
Sum	1987.00

Based on the data above, it was known the lowest score was 53.00 and the highest score was 87.00. For the result of calculation using SPSS 20, it was found that the mean of pre-test score was 66.2333, median was 66.0000, the standard deviation 12.08214 and the standard error of mean was 2.20589.

b. The Result of Pre-test and Post-test Score of Students' Reading Comprehension in Control Class

The pre-test had been conducted in class IPS with the number of 30 students on October, 13th 2019. Meanwhile the post-test had been conducted on Thursday, December, 3th 2019.

The scores of students' reading comprehension in control class were presented in table 4.4 bellow.

Table 4.4the Result of Pre-test and Post-test Score of Students' Reading Comprehension in Control Class

No.	Students' Initial Name	Pre-test Score	Post-test Score	Improvement	Percent (%)
1.	K.F	27	40	13	33%
2.	A.M	27	27	0	0%
3.	Y	27	33	6	18%
4.	M	7	53	46	87%
5.	D	13	13	0	0%
6.	P.R.W	53	53	0	0%

7.	P.S	7	40	33	83%
8.	B.K	53	53	0	0%
9.	T	66	20	-46	-230%
10.	P	20	33	13	39%
11.	B	20	53	33	62%
12.	A.W	20	66	46	70%
13.	K.F	13	53	40	75%
14.	Y	13	60	47	78%
15.	S	40	60	20	33%
16.	D.O	20	60	40	67%
17.	J	40	60	20	33%
18.	L	40	53	13	25%
19.	Y.G	40	60	20	33%
20.	R	27	53	26	49%
21.	K	47	53	6	11%
22.	S.M.S.S	73	53	-20	-38%
23.	M.F	73	53	-20	-38%
24.	E	40	53	13	25%
25.	L.E.F	53	53	0	0%
26.	A.P	73	80	7	9%
27.	T.P.A	73	87	14	16%
28.	P.J	47	73	26	36%
29.	T.A	40	66	26	39%
30.	N	40	60	20	33%
SUM		**1.132**	**1.574**		
Highest Score		**73**	**87**		
Lowest Score		**7**	**13**		
Mean		**37.73**	**52.47**		

It can be seen in the table 4.4 above, based on the result of research in class IPS as control class, the highest pre-test score was 73 and the lowest score was 7 with sum of the score was 1.132 and mean was 37.73. Then, the result of research after taught without using Grammar Translation Method, the highest post-test score was 87 and the lowest score was 13 with sum of the score was 1.574 and

mean was 52.47. In conclusion, mean of pre-test score was 37.73 and in the post-test was 52.47.

In the pre-test, there were two students who got score 7, three students got score 13, four students got score 20, four students got score 27, seven students got score 40, and two students got score 47. Besides that, there were three students who got score 53, a student got score 66, and the highest score was 73 got by four students. Then in the post-test, there were a student who got score 13, a student got score 20, a student got score 27, two students got score 33, and two students got score 40. On the other hand, there were twelve students who got score 53, six students got score 60, two students got score 66, a students got score 73, a students got score 80, and the highest score was 87 got by a student. It could be concluded that, the students' reading comprehension score of control class was increased from pre-test to post-test with total score 1.132 to 1.574.

Then, the following figure was the frequency distribution of students' pre-test scores of control class.

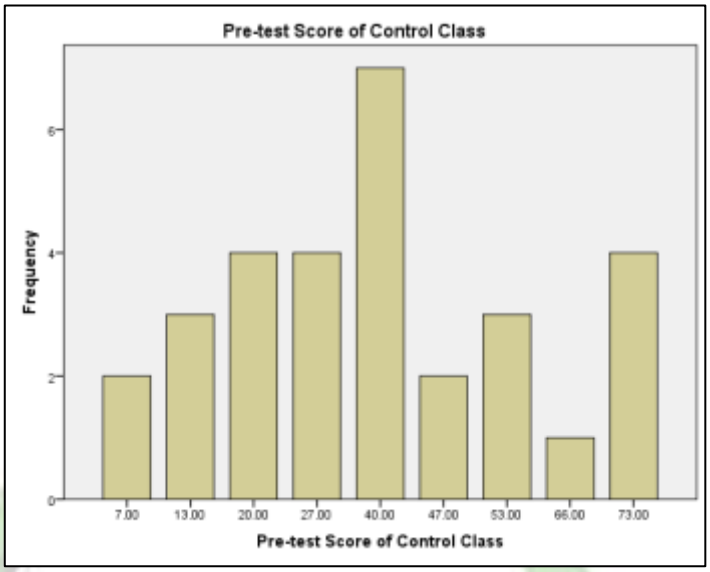

Figure 4.3 the Frequency Distribution of Students' Pre-test Score of Control Class

Based on the figure above, it can be seen that the students' pre-test score of control group. There were two students who got score 7, three students who got score 13, four students who got score 20 and four students who got score 27. Then, there were seven students who got score 40 and two students who got score 47. On the other hand, there were three students who got score 53 and a student who got score 66. The last, four students got a higher score there were 73.

Besides that, the researcher also calculated the score of mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.5the Calculation of Mean, Median, Standard Error of Mean and Standard Deviation

Statistics		
Pre-test Score of Control Class		
N	Valid	30
	Missing	0

Mean	37.7333
Std. Error of Mean	3.73303
Median	40.0000
Std. Deviation	20.44662
Minimum	7.00
Maximum	73.00
Sum	1132.00

Based on the data above, it was known the lowest score was 7.00 and the highest score was 73.00. For the result of calculation using SPSS 20, it was found that the mean of pre-test score was 37.7333, median was 40.0000, the standard deviation 20.44662 and the standard error of mean was 3.73303.

Meanwhile, the frequency distribution of students' post-test score of control class can be seen in the following figure.

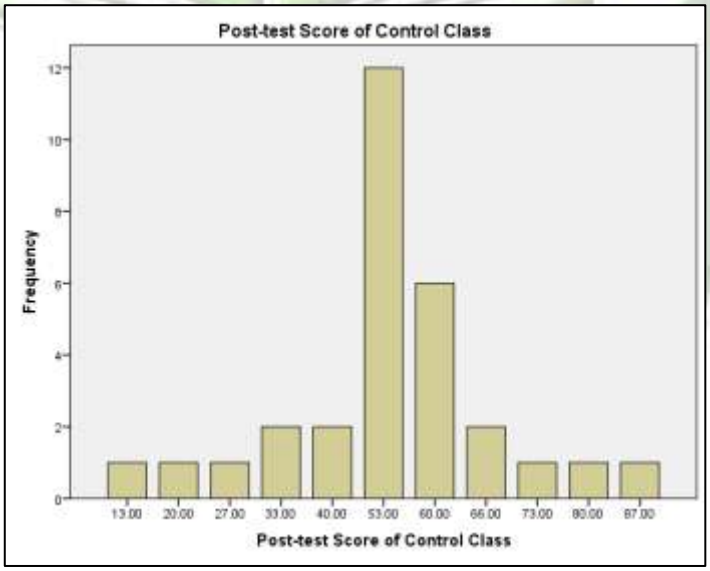

Figure 4.4 the Frequency Distribution of Students' Post-test Score of Control Class

The bar chart depicts the students' post-test score of control class. There were a student who got score 13, a student who got

score 20, and a student who got score 27. Two students who got score 33, two students who got score 40 and twelve students who got score 53. Then, there were six students who got score 60, two students who got score 66, a student who got score 73, a students who got score 80 and a student got the higher score there were 87.

Besides that, the researcher also calculated the score of mean, median, standard error of mean and standard deviation that can also be seen in the following table.

Table 4.6 the Calculation of Mean, Median, Standard Error of Mean and Standard Deviation

Statistics		
Post-test Score of Control Class		
N	Valid	30
	Missing	0
Mean		52.4667
Std. Error of Mean		2.91872
Median		53.0000
Std. Deviation		15.98649
Minimum		13.00
Maximum		87.00
Sum		1574.00

Based on the data above, it was known the lowest score was 13.00 and the highest score was 87.00. For the result of calculation using SPSS 20, it was found that the mean of pre-test score was 52.4667, median was 53.0000, the standard deviation 15.98649 and the standard error of mean was 2.91872.

2. The Questionnaire Result of Students' Reading Motivation of the Experiment and Control Class

a. The Questionnaire Result of Experiment Class

The questionnaire result of students' reading motivation were presented in table 4.7 below.

Table 4.7 the Questionnaire Result of Experiment Class

No	Students' Initial Name	Item													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	D.H	3	2	4	5	4	3	2	2	3	3	4	3	2	40
2	F.A	3	3	3	3	4	2	3	2	4	4	4	2	3	40
3	M.A	3	3	4	2	3	3	3	2	4	3	3	3	3	39
4	R	3	3	3	3	4	2	3	2	3	4	3	2	3	38
5	A.F	3	3	4	2	3	3	3	2	4	3	3	3	3	39
6	A.D	3	3	3	3	3	3	3	2	3	3	3	3	3	38
7	W	3	3	3	3	3	5	3	3	3	3	3	3	3	41
8	A.A	3	3	4	3	3	4	2	3	3	3	4	4	3	42
9	A.S	3	3	4	3	3	4	2	3	3	3	4	4	3	42
10	P.S	3	3	4	3	3	4	2	3	3	3	4	4	3	42
11	R.D	3	3	2	4	3	3	3	4	2	3	3	3	3	39
12	M.M	4	4	4	4	2	4	4	4	2	2	2	2	2	40
13	L.A	3	3	3	2	5	4	3	3	3	3	2	2	3	39
14	D.P	3	3	2	4	3	3	3	4	2	3	3	3	3	39
15	G.O	4	4	4	3	2	4	4	3	3	3	2	2	3	41
16	M.A.P	4	3	3	4	2	4	4	5	2	2	2	2	2	39
17	A.M.V	3	3	2	4	3	3	3	4	2	3	3	3	3	39
18	R.W	4	4	4	4	2	4	4	4	4	4	3	4	4	49
19	A.D	4	4	4	4	1	4	4	4	4	4	3	4	4	48
20	I.P	4	3	4	3	2	4	4	3	3	3	3	4	4	44
21	D.W	3	3	2	4	3	3	3	4	2	3	3	3	3	39
22	S	4	4	4	4	2	4	4	3	3	3	2	2	3	42
23	V.D.D	4	4	4	4	2	4	4	3	3	3	2	2	3	42
24	D.W	3	3	3	3	2	3	3	3	3	3	3	2	3	37
25	R.S	3	3	3	3	3	3	3	3	3	3	3	3	3	39
26	N.S	3	3	3	4	4	3	3	3	3	3	3	2	3	40
27	U.H	3	3	2	4	3	3	3	4	2	3	3	3	3	39
28	W	3	3	3	4	3	2	4	3	3	3	2	2	2	37

29	D	3	3	3	3	3	4	3	2	2	3	3	3	3	38
30	P.F	3	3	3	3	3	4	3	2	2	3	3	3	3	38
Sum		**98**	**95**	**98**	**102**	**86**	**103**	**95**	**92**	**86**	**92**	**88**	**85**	**89**	
Highest Score		**4**	**4**	**4**	**5**	**5**	**5**	**4**	**5**	**4**	**4**	**4**	**4**	**4**	
Lowest Score		**3**	**2**	**2**	**2**	**1**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	
Mean		**3.27**	**3.17**	**3.27**	**3.40**	**2.87**	**3.43**	**3.17**	**3.07**	**2.87**	**3.07**	**2.93**	**2.83**	**2.97**	

The questionnaire data was taken on December, 3th 2019 at the first grade ofSMAN 4 Palangka Raya. The sample used in this research was30 students of class IPA as an experiment class. The students were gave 13 simple questions which the result is summarized as follows.

Table 4.8 the Questionnaire Result of Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Netral	22	73.3	73.3	73.3
	Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.8 above, there were 22 students who answer Netral (3) and 4 students answer Agree (4). So, to calculate the total score of item 1 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.9 Total Score of Item 1

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Netral	22 x 3	66
Agree	4 x 4	16
Total Score		**82**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (82 : (5 x 30)) x 100

= (82 : 150) x 100

= 0.55 x 100

Score = 55%

So, it can be concluded that from the calculation results obtained percentage score 55%. So if it is included in the percentage category, item 1 was included in the moderatelycategory.

Table 4.10 the Questionnaire Result of Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	3.3	3.3	3.3
	Netral	23	76.7	76.7	80.0
	Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.10 above, there were a student who answer Disagree (2), 23 students answer Netral (3), and 6 students answer Agree (4). So, to calculate the total score of item 2 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.11 Total Score of Item 2

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	1 x 2	2
Netral	23 x 3	69
Agree	6x 4	24
Total Score		**95**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (95 : (5 x 30)) x 100

= (95 : 150) x 100

= 0.63 x 100

Score = 63%

So, it can be concluded that from the calculation results obtained percentage score 63%. So if it is included in the percentage category, item 2 was included in the strong category.

Table 4.12 the Questionnaire Result of Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	16.7	16.7	16.7
	Netral	12	40.0	40.0	56.7
	Agree	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.12 above, there were 5 students who answer Disagree (2), 12 students answer Netral (3), and 13 students answer Agree (4). So, to calculate the total score of item 3 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.13 Total Score of Item 3

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	5 x 2	10
Netral	12 x 3	36
Agree	13 x 4	52
Total Score		**98**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (98 : (5 x 30)) x 100

= (98 : 150) x 100

= 0.65 x 100

Score = 65%

So, it can be concluded that from the calculation results obtained percentage score 65%. So if it is included in the percentage category, item 3 was included in the strong category.

Table 4.14 the Questionnaire Result of Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Netral	13	43.3	43.3	53.3
	Agree	13	43.3	43.3	96.7
	Strongly Agree	1	3.4	3.4	100.0
	Total	30	100.0	100.0	

Based on the table 4.14 above, there were 3 students who answer Disagree (2), 13 students answer Netral (3), 13 students answer Agree (4), and a student who answer Strongly Agree (5). So, to calculate the total score of item 4 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.15 Total Score of Item 4

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	3 x 2	6
Netral	13 x 3	39
Agree	13 x 4	52
Strongly Agree	1 x 5	5
Total Score		**102**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (102 : (5 x 30)) x 100

= (102 : 150) x 100

= 0.68 x 100

Score = 68%

So, it can be concluded that from the calculation results obtained percentage score 68%. So if it is included in the percentage category, item 4 was included in the strong category.

Table 4.16 the Questionnaire Result of Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	8	26.7	26.7	30.0
	Netral	16	53.3	53.3	83.3
	Agree	4	13.3	13.3	96.7
	Strongly Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.16 above, there were a student who answer Strongly Disagree (1), 8 students answer Disagree (2), 16 students answer Netral (3), 4 students answer Agree (4), and a student who answer Strongly Agree (5). So, to calculate the total score of item 5 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.17 Total Score of Item 5

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Strongly Disagree	1 x 1	1
Disagree	8 x 2	16
Netral	16 x 3	48
Agree	4 x 4	16
Strongly Agree	1 x 5	5
Total Score		**86**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (86 : (5 x 30)) x 100

= (86 : 150) x 100

= 0.57 x 100

Score = 57%

So, it can be concluded that from the calculation results obtained percentage score 57%. So if it is included in the percentage category, item 5 was included in the moderately category.

Table 4.18 the Questionnaire Result of Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	10.0	10.0	10.0
	Netral	12	40.0	40.0	50.0
	Agree	14	46.7	46.7	96.7
	Strongly Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.18 above, there were 3 students who answer Disagree (2), 12 students answer Netral (3), 14 students answer Agree (4), and a student who answer Strongly Agree (5). So, to calculate the total score of item 6 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.19 Total Score of Item 6

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	3 x 2	6
Netral	12 x 3	36
Agree	14 x 4	56
Strongly Agree	1 x 5	5
Total Score		**103**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (103 : (5 x 30)) x 100

= (103 : 150) x 100

Score = 0.69 x 100 = 69%

So, it can be concluded that from the calculation results obtained percentage score 69%. So if it is included in the percentage category, item 6 was included in the strong category.

Table 4.20 the Questionnaire Result of Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	13.3	13.3	13.3
	Netral	17	56.7	56.7	70.0
	Agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.20 above, there were 4 students who answer Disagree (2), 17 students answer Netral (3), and 9 students answer Agree (4). So, to calculate the total score of item 7 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.21 Total Score of Item 7

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	4 x 2	8
Netral	17 x 3	51
Agree	9 x 4	36
Total Score		**95**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (95 : (5 x 30)) x 100

= (95 : 150) x 100

= 0.63 x 100

Score = 63%

So, it can be concluded that from the calculation results obtained percentage score 63%. So if it is included in the percentage category, item 7 was included in the strong category.

Table 4.22 the Questionnaire Result of Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	26.7	26.7	26.7
	Netral	13	43.3	43.3	70.0
	Agree	8	26.7	26.7	96.7
	Strongly Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.22 above, there were 8 students who answer Disagree (2), 13 students answer Netral (3), 8 students answer Agree (4), and a student who answer Strongly Agree (5). So, to calculate the total score of item 8 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.23 Total Score of Item 8

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	8 x 2	16
Netral	13 x 3	39
Agree	8 x 4	32
Strongly Agree	1 x 5	5
Total Score		**92**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (92 : (5 x 30)) x 100

= (92 : 150) x 100

= 0.61 x 100

Score = 61%

So, it can be concluded that from the calculation results obtained percentage score 61%. So if it is included in the percentage category, item 8 was included in the strong category.

Table 4.24 the Questionnaire Result of Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	30.0	30.0	30.0
	Netral	16	53.3	53.3	83.3
	Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.24 above, there were 9 students who answer Disagree (2), 16 students answer Netral (3), and 5 students answer Agree (4). So, to calculate the total score of item 9 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.25 Total Score of Item 9

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Disagree	9 x 2	18
Netral	16 x 3	48
Agree	5 x 4	20
Total Score		**86**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (86 : (5 x 30)) x 100

= (86 : 150) x 100

= 0.57 x 100

Score = 57%

So, it can be concluded that from the calculation results obtained percentage score 57%. So if it is included in the percentage category, item 9 was included in the moderately category.

Table 4.26 the Questionnaire Result of Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Netral	24	80.0	80.0	86.7
	Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.26 above, there were 2 students who answer Disagree (2), 24 students answer Netral (3), and 4 students answer Agree (4). So, to calculate the total score of item 10 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.27 Total Score of Item 10

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Disagree	2 x 2	4
Netral	24 x 3	72
Agree	4 x 4	16
Total Score		**92**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (92 : (5 x 30)) x 100

= (92 : 150) x 100

= 0.61 x 100

Score = 61%

So, it can be concluded that from the calculation results obtained percentage score 61%. So if it is included in the percentage category, item 10 was included in the strong category.

Table 4.28 the Questionnaire Result of Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	23.3	23.3	23.3
	Netral	18	60.0	60.0	83.3
	Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.28 above, there were 7 students who answer Disagree (2), 18 students answer Netral (3), and 5 students answer Agree (4). So, to calculate the total score of item 11 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.29 Total Score of Item 11

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	7 x 2	14
Netral	18 x 3	54
Agree	5 x 4	20
Total Score		**88**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (88 : (5 x 30)) x 100

= (88 : 150) x 100

= 0.59 x 100

Score = 59%

So, it can be concluded that from the calculation results obtained percentage score 59%. So if it is included in the percentage category, item 11 was included in the moderately category.

Table 4.30 the Questionnaire Result of Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	36.7	36.7	36.7
	Netral	13	43.3	43.3	80.0
	Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.30 above, there were 11 students who answer Disagree (2), 13 students answer Netral (3), and6 students answer Agree (4). So, to calculate the total score of item 12 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.31 Total Score of Item 12

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	11 x 2	22
Netral	13 x 3	39
Agree	6 x 4	24
Total Score		**85**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (85 : (5 x 30)) x 100

= (85 : 150) x 100

= 0.57 x 100

Score = 57%

So, it can be concluded that from the calculation results obtained percentage score 57%. So if it is included in the percentage category, item 12 was included in the moderately category.

Table 4.32 the Questionnaire Result of Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	13.3	13.3	13.3
	Netral	23	76.7	76.7	90.0
	Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.32 above, there were 4 students who answer Disagree (2), 23 students answer Netral (3), and 3 students answer Agree (4). So, to calculate the total score of item13 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.33 Total Score of Item 13

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	4 x 2	8
Netral	23 x 3	69
Agree	3 x 4	12
Total Score		**89**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (89 : (5 x 30)) x 100

= (89 : 150) x 100

= 0.59 x 100

Score = 59%

So, it can be concluded that from the calculation results obtained percentage score 59%. So if it is included in the percentage category, item 13 was included in the moderately category.

Furthermore, the result of reading motivation of experiment class were presented in the following table:

Table 4.34 the Result of Reading Motivation of Experiment Class

No	Code	Score of Item	Percent	Category
1	Item 1	82	55%	Moderately
2	Item 2	95	63%	Strong
3	Item 3	98	65%	Strong
4	Item 4	102	68%	Strong
5	Item 5	86	57%	Moderately
6	Item 6	103	69%	Strong
7	Item 7	95	63%	Strong
8	Item 8	92	61%	Strong
9	Item 9	86	57%	Moderately
10	Item 10	92	61%	Strong
11	Item 11	88	59%	Moderately
12	Item 12	85	57%	Moderately
13	Item 13	89	59%	Moderately
Sum		**1.193**	**794%**	
Highest		**103**	**69%**	
Lowest		**82**	**55%**	
Mean		**91.77**	**61%**	

Based on the data above, it can be seen that the total of students' reading motivation score was 1.193, the highest score was 103 and the lowest score was 82, while mean was 91.77.

Then, it was revealed that from the five category of reading motivation were not all perceived by the students, but moderately category and strong category only.

b. The Questionnaire Result of Control Class

The questionnaire result of students' reading motivation were presented in table 4.35 below.

Table 4.35 the Questionnaire Result of Control Class

No	Students' Initial Name	Item													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
1	K.F	3	4	4	4	2	4	4	5	3	4	5	5	2	49
2	A.M	5	4	4	4	2	4	5	5	4	3	1	2	4	47
3	Y	5	4	4	4	2	4	5	5	3	1	2	4	4	47
4	M	2	4	4	4	4	4	4	4	4	4	4	4	4	50
5	D	2	2	4	2	5	3	4	2	5	2	5	5	5	46
6	P.R.W	3	4	5	2	2	4	3	3	1	2	2	2	2	35
7	P.S	1	4	3	3	4	4	4	4	5	5	5	3	1	46
8	B.K	3	4	4	2	4	3	3	2	5	2	3	2	3	40
9	T	3	4	4	3	4	3	3	3	5	1	3	1	3	40
10	P	1	4	3	3	4	4	4	4	5	5	5	3	1	46
11	B	1	3	5	2	1	4	4	3	1	1	2	3	1	31
12	A.W	5	5	4	4	3	5	4	3	2	2	2	2	2	43
13	K.F	3	4	4	4	2	4	4	5	1	3	4	5	4	47
14	Y	5	5	4	4	3	3	3	4	3	3	2	2	2	43
15	S	2	4	3	3	1	2	4	2	5	3	1	3	2	35
16	D.O	5	4	4	3	4	5	3	4	4	4	3	3	4	50
17	J	4	2	3	2	4	4	4	3	3	2	4	4	5	44
18	L	4	2	3	2	4	2	2	3	3	2	4	4	5	40
19	Y.G	4	4	4	2	4	4	2	4	2	3	3	3	3	42
20	R	3	3	4	3	3	4	3	3	3	2	3	4	3	41
21	K	4	3	4	2	3	4	5	1	1	5	3	1	4	40
22	S.M.S.S	3	4	3	4	3	4	3	3	5	1	3	2	3	41
23	M.F	5	4	2	4	5	3	4	2	3	4	1	2	2	41
24	E	5	4	3	3	2	4	4	4	2	3	2	4	5	45
25	L.E.F	3	3	4	3	2	3	2	3	4	4	3	2	3	39
26	A.P	2	1	5	5	2	1	4	1	3	4	1	3	5	37
27	T.P.A	3	4	3	4	2	4	2	4	3	2	4	2	4	41
28	P.J	2	2	2	1	4	2	2	3	1	2	1	2	1	25
29	T.A	2	1	5	5	2	1	2	1	3	4	1	3	5	35
30	N	2	1	5	5	4	1	4	2	3	3	1	1	1	33
Sum		**95**	**101**	**113**	**96**	**91**	**101**	**104**	**95**	**95**	**86**	**83**	**86**	**93**	
Highest Score		**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	**5**	
Lowest Score		**1**	**1**	**2**	**1**	**1**	**1**	**2**	**1**	**1**	**1**	**1**	**1**	**1**	
Mean		**3.17**	**3.37**	**3.77**	**3.20**	**3.03**	**3.37**	**3.47**	**3.17**	**3.17**	**2.87**	**2.77**	**2.87**	**3.10**	

The questionnaire data was taken on December, 3th 2019 at the first grade of SMAN 4 Palangka Raya. The sample used in this research was 30 students of class IPS as control class. The students were gave 13 simple questions which the result is summarized as follows.

Table 4.36 the Questionnaire Result of Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	7	23.3	23.3	33.3
	Netral	9	30.0	30.0	63.3
	Agree	4	13.3	13.3	76.7
	Strongly Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.36 above, there were 3 students who answer Strongly Disagree (1), 7 students answer Disagree (2), 9 students answer Netral (3), 4 students answer Agree (4), and 7 students who answer Strongly Agree (5). So, to calculate the total score of item 1 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.37 Total Score of Item 1

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	3 x 1	3
Disagree	7 x 2	14
Netral	9 x 3	27
Agree	4 x 4	16
Strongly Agree	7 x 5	35
Total Score		**95**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (95 : (5 x 30)) x 100

= (95 : 150) x 100

= 0.63 x 100

Score = 63%

So, it can be concluded that from the calculation results obtained percentage score 63%. So if it is included in the percentage category, item 1 was included in the strong category.

Table 4.38 the Questionnaire Result of Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	4	13.3	13.3	23.3
	Netral	4	13.3	13.3	36.7
	Agree	17	56.7	56.7	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.38 above, there were 3 students who answer Strongly Disagree (1), 4 students answer Disagree (2), 4 students answer Netral (3), 17 students answer Agree (4), and 2 students who answer Strongly Agree (5). So, to calculate the total score of item 2 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.39 Total Score of Item 2

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	3 x 1	3
Disagree	4 x 2	8
Netral	4 x 3	12
Agree	17 x 4	68
Strongly Agree	2 x 5	10
Total Score		**101**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (101 : (5 x 30)) x 100

= (101 : 150) x 100

= 0.67 x 100

Score = 67%

So, it can be concluded that from the calculation results obtained percentage score 67%. So if it is included in the percentage category, item 2 was included in the strong category.

Table 4.40 the Questionnaire Result of Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	6.7	6.7	6.7
	Netral	8	26.7	26.7	33.3
	Agree	15	50.0	50.0	83.3
	Strongly Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.40 above, there were 2 students who answer Disagree (2), 8 students answer Netral (3), 15 students answer Agree (4), and 5 students who answer Strongly Agree (5). So, to calculate the total score of item 3 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.41 Total Score of Item 3

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Disagree	2 x 2	4
Netral	8 x 3	24
Agree	15 x 4	60
Strongly Agree	5 x 5	25
Total Score		**113**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (113 : (5 x 30)) x 100

= (113 : 150) x 100

= 0.75 x 100

Score = 75%

So, it can be concluded that from the calculation results obtained percentage score 75%. So if it is included in the percentage category, item 3 was included in the strong category.

Table 4.42 the Questionnaire Result of Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.3	3.3	3.3
	Disagree	8	26.7	26.7	30.0
	Netral	8	26.7	26.7	56.7
	Agree	10	33.3	33.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.42 above, there were a student who answer Strongly Disagree (1), 8 students answer Disagree (2), 8 students answer Netral (3), 10 students answer Agree (4), and 3 students who answer Strongly Agree (5). So, to calculate the total score of item 4 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.43 Total Score of Item 4

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	1 x 1	1
Disagree	8 x 2	16
Netral	8 x 3	24
Agree	10 x 4	40
Strongly Agree	3 x 5	15
Total Score		**96**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (96 : (5 x 30)) x 100

= (96 : 150) x 100

= 0.64 x 100

Score = 64%

So, it can be concluded that from the calculation results obtained percentage score 64%. So if it is included in the percentage category, item 4 was included in the strong category.

Table 4.44 the Questionnaire Result of Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	6.7	6.7	6.7
	Disagree	10	33.3	33.3	40.0
	Netral	5	16.7	16.7	56.7
	Agree	11	36.7	36.7	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.44 above, there were 2 students who answer Strongly Disagree (1), 10 students answer Disagree (2), 5 students answer Netral (3), 11 students answer Agree (4), and 2 students who answer Strongly Agree (5). So, to calculate the total score of item 5 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.45 Total Score of Item 5

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	2 x 1	2
Disagree	10 x 2	20
Netral	5 x 3	15
Agree	11 x 4	44
Strongly Agree	2 x 5	10
Total Score		**91**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (91 : (5 x 30)) x 100

= (91 : 150) x 100

= 0.61 x 100

Score = 61%

So, it can be concluded that from the calculation results obtained percentage score 61%. So if it is included in the percentage category, item 5 was included in the strong category.

Table 4.46 the Questionnaire Result of Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	3	10.0	10.0	20.0
	Netral	6	20.0	20.0	40.0
	Agree	16	53.3	53.3	93.3
	Strongly Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Based on the table 4.46 above, there were 3 students who answer Strongly Disagree (1), 3 students answer Disagree (2), 6 students answer Netral (3), 16 students answer Agree (4), and 2 students who answer Strongly Agree (5). So, to calculate the total score of item 6 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.47 Total Score of Item 6

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Strongly Disagree	3 x 1	3
Disagree	3 x 2	6
Netral	6 x 3	18
Agree	16 x 4	64
Strongly Agree	2 x 5	10
Total Score		**101**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (101 : (5 x 30)) x 100

= (101 : 150) x 100

= 0.67 x 100

Score = 67%

So, it can be concluded that from the calculation results obtained percentage score 67%. So if it is included in the percentage category, item 6 was included in the strong category.

Table 4.48 the Questionnaire Result of Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	20.0	20.0	20.0
	Netral	7	23.3	23.3	43.3
	Agree	14	46.7	46.7	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.48 above, there were 6 students who answer Disagree (2), 7 students answer Netral (3), 14 students answer Agree (4), and 3 students who answer Strongly Agree (5). So, to calculate the total score of item 7 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.49 Total Score of Item 7

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Disagree	6 x 2	12
Netral	7 x 3	21
Agree	14 x 4	56
Strongly Agree	3 x 5	15
Total Score		**104**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (104 : (5 x 30)) x 100

= (104 : 150) x 100

= 0.69 x 100

Score = 69%

So, it can be concluded that from the calculation results obtained percentage score 69%. So if it is included in the percentage category, item 7 was included in the strong category.

Table 4.50 the Questionnaire Result of Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	5	16.7	16.7	26.7
	Netral	10	33.3	33.3	60.0
	Agree	8	26.7	26.7	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.50 above, there were 3 students who answer Strongly Disagree (1), 5 students answer Disagree (2), 10 students answer Netral (3), 8 students answer Agree (4), and 4 students who answer Strongly Agree (5). So, to calculate the total score of item 8 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.51 Total Score of Item 8

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	3 x 1	3
Disagree	5 x 2	10
Netral	10 x 3	30
Agree	8 x 4	32
Strongly Agree	4 x 5	20
Total Score		**95**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (95 : (5 x 30)) x 100

= (95 : 150) x 100

= 0.63 x 100

Score = 63%

So, it can be concluded that from the calculation results obtained percentage score 63%. So if it is included in the percentage category, item 8 was included in the strong category.

Table 4.52 the Questionnaire Result of Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16.7	16.7	16.7
	Disagree	3	10.0	10.0	26.7
	Netral	11	36.7	36.7	63.3
	Agree	4	13.3	13.3	76.7
	Strongly Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.52 above, there were 5 students who answer Strongly Disagree (1), 3 students answer Disagree (2), 11 students answer Netral (3), 4 students answer Agree (4), and 7 students who answer Strongly Agree (5). So, to calculate the total score of item 9 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.53 Total Score of Item 9

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Strongly Disagree	5 x 1	5
Disagree	3 x 2	6
Netral	11 x 3	33
Agree	4 x 4	16
Strongly Agree	7 x 5	35
Total Score		**95**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (95 : (5 x 30)) x 100

= (95 : 150) x 100

= 0.63 x 100

Score = 63%

So, it can be concluded that from the calculation results obtained percentage score 63%. So if it is included in the percentage category, item 9 was included in the strong category.

Table 4.54 the Questionnaire Result of Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	13.3	13.3	13.3
	Disagree	9	30.0	30.0	43.3
	Netral	7	23.3	23.3	66.7
	Agree	7	23.3	23.3	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.54 above, there were 4 students who answer Strongly Disagree (1), 9 students answer Disagree (2), 7 students answer Netral (3), 7 students answer Agree (4), and 3 students who answer Strongly Agree (5). So, to calculate the total score of item 10 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.55 Total Score of Item 10

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	4 x 1	4
Disagree	9 x 2	18
Netral	7 x 3	21
Agree	7 x 4	28
Strongly Agree	3 x 5	15
Total Score		**86**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (86 : (5 x 30)) x 100

= (86 : 150) x 100

= 0.57 x 100

Score = 57%

So, it can be concluded that from the calculation results obtained percentage score 57%. So if it is included in the percentage category, item 10 was included in the moderately category.

Table 4.56 the Questionnaire Result of Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	23.3	23.3	23.3
	Disagree	6	20.0	20.0	43.3
	Netral	8	26.7	26.7	70.0
	Agree	5	16.7	16.7	86.7
	Strongly Agree	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Based on the table 4.56 above, there were 7 students who answer Strongly Disagree (1), 6 students answer Disagree (2), 8 students answer Netral (3), 54 students answer Agree (4), and 4 students who answer Strongly Agree (5). So, to calculate the total score of item 11 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.57 Total Score of Item 11

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	7 x 1	7
Disagree	6 x 2	12
Netral	8 x 3	24
Agree	5 x 4	20
Strongly Agree	4 x 5	20
Total Score		**83**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (83 : (5 x 30)) x 100

= (863 : 150) x 100

= 0.55 x 100

Score = 55%

So, it can be concluded that from the calculation results obtained percentage score 55%. So if it is included in the percentage category, item 11 was included in the moderately category.

Table 4.58 the Questionnaire Result of Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	10.0	10.0	10.0
	Disagree	10	33.3	33.3	43.3
	Netral	8	26.7	26.7	70.0
	Agree	6	20.0	20.0	90.0
	Strongly Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.58 above, there were 3 students who answer Strongly Disagree (1), 10 students answer Disagree (2), 8 students answer Netral (3), 6 students answer Agree (4), and 3 students who answer Strongly Agree (5). So, to calculate the total score of item 12 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.59 Total Score of Item 12

Answer Scale	**Students Answer Scale x Score of Questionnaire**	**Result**
Strongly Disagree	3 x 1	3
Disagree	10 x 2	20
Netral	8 x 3	24
Agree	6 x 4	24
Strongly Agree	3 x 5	15
Total Score		**86**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (86 : (5 x 30)) x 100

= (86 : 150) x 100

= 0.57 x 100

Score = 57%

So, it can be concluded that from the calculation results obtained percentage score 57%. So if it is included in the percentage category, item 12 was included in the moderately category.

Table 4.60 the Questionnaire Result of Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	16.7	16.7	16.7
	Disagree	6	20.0	20.0	36.7
	Netral	6	20.0	20.0	56.7
	Agree	7	23.3	23.3	80.0
	Strongly Agree	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

Based on the table 4.60 above, there were 5 students who answer Strongly Disagree (1), 6 students answer Disagree (2), 6 students answer Netral (3), 7 students answer Agree (4), and 6 students who answer Strongly Agree (5). So, to calculate the total score of item 13 was used the following formula:

Total Score = students answer scale x score of questionnaire

Based on the formula above, the researcher find the following results.

Table 4.61 Total Score of Item 13

Answer Scale	Students Answer Scale x Score of Questionnaire	Result
Strongly Disagree	5 x 1	5
Disagree	6 x 2	12
Netral	6 x 3	18
Agree	7 x 4	28
Strongly Agree	6 x 5	30
Total Score		**93**

Furthermore, it was determined in the form of a presentation with the following calculation:

Score = (Total Score : (5 x N)) x 100

= (93 : (5 x 30)) x 100

= (93 : 150) x 100

= 0.62 x 100

Score = 62%

So, it can be concluded that from the calculation results obtained percentage score 62%. So if it is included in the percentage category, item 13 was included in the strong category.

Furthermore, the result of reading motivation of control class were presented in the following table:

Table 4.62 the Result of Reading Motivation of Control Class

No	Code	Score of Item	Percent	Category
1	Item 1	95	63%	Strong
2	Item 2	101	67%	Strong
3	Item 3	113	75%	Strong
4	Item 4	96	64%	Strong
5	Item 5	92	61%	Strong
6	Item 6	101	67%	Strong
7	Item 7	104	69%	Strong
8	Item 8	95	63%	Strong
9	Item 9	95	63%	Strong
10	Item 10	86	57%	Moderately
11	Item 11	83	55%	Moderately
12	Item 12	86	57%	Moderately
13	Item 13	93	62%	Strong
Sum		**1.240**	**823%**	
Highest		**113**	**75%**	
Lowest		**83**	**55%**	
Mean		**95.38**	**63%**	

Based on the data above, it can be seen that the total of students' reading motivation score was 1.240, the highest score was 113 and the lowest score was 83, while mean was 95.38.

Then, it was revealed that from the five category of reading motivation were not all perceived by the students, but moderately category and strong category only.

B. Research Findings

1. Testing Normality and Homogeneity

a. Testing of Data Normality

The normality test was used to know the data that was going to analyze whether both groups have normal distribution or not. The normality test used SPSS 20 to measure the normality of the data.

To know the normality of data, the formula can be seen as follows:

If the number of sample > 50 = Kolmogorov-Smirnov

If the number of sample < 50 = Shapiro –Wilk

The researcher's number of the data was 60> 50, so to analyzed normality data the researcher used Kolmogorov-Smirnov. The next step, the researcher analyzed normality of data by using formula as follows:

If significance > 0.05 = data is normal distribution

If significance < 0.05 = data is not normal significance

Table 4.63Normality Distribution Test on the Pre-test Score of the Experiment Class and Control Class Using SPSS 20

Tests of Normality							
Experiment Class and Control Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	Experiment Class	.307	30	.000	.860	30	.001
	Control Class	.134	30	.182	.931	30	.051
a. Lilliefors Significance Correction							

Based on the Test of Normality output, the significance value for experiment class was 0.000, while the significance value for control class was 0.182. It can concluded the data for experiment class was not normal significance because the significance value was lower than 0.05.while, the control class was normally distributed, because the significance value was greater than 0.05.

Table 4.64Normality Distribution Test on the Post-test Score of the Experiment Class and Control Class Using SPSS 20

Tests of Normality							
Experiment Class and Control Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-test Score	Experiment Class	.197	30	.005	.870	30	.002
	Control Class	.280	30	.000	.920	30	.027
a. Lilliefors Significance Correction							

Based on the Test of Normality output, the significance value for experiment class was 0.005, while the significance value for control class was 0.000. It can concluded the data for experiment class and control class was not normally distributed, because the significance value was lower than 0.05.

In addition, the researcher also calculated the normality test from the students' reading motivation questionnaire with the following results.

Table 4.65 Normality Distribution Test on the Students' Reading Motivation Questionnaire Test Using SPSS 20

Tests of Normality							
Experiment Class and Control Class		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Questionnaire	Experiment Class	.213	30	.001	.807	30	.000
	Control Class	.145	30	.106	.951	30	.178
a. Lilliefors Significance Correction							

Based on the Test of Normality output, the significance value for experiment class was 0.001, while the significance value for control class was 0.106.It can concluded the data for experiment class was not normal significance because the significance value was lower than 0.05.while, the control class was normally distributed, because the significance value was greater than 0.05.

b. Testing of Data Homogeneity

The criteria of the homogeneity test, if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined (r > a), meaning the distribution was homogeneity.

Table 4.66Homogeneity Test on the Pre-test Score of the Experiment Class and Control Class Using SPSS 20

Test of Homogeneity of Variances			
Pre-test Score			
Levene Statistic	df1	df2	Sig.
5.487	1	58	.023

Based on the SPSS 20 program output above, the value of (probably value/critical value) from pre-test of experiment and control class on homogeneity of variance in sig column was 0.023. It means that experiment class and control class has not the same variant or not homogeneous, because the value was lower or r = 0.023< 0.05.

Table 4.67Homogeneity Test on the Post-test Score of the Experiment Class and Control Class Using SPSS 20

Test of Homogeneity of Variances			
Post-test Score			
Levene Statistic	df1	df2	Sig.
.009	1	58	.926

Based on the SPSS 20 program output above, the value of (probably value/ critical value) from post-test of experiment and control class on homogeneity of variance in sig column was 0.926. It means that experiment class and control class has the same variant or homogeneous, because the value was higher or r = 0.926> 0.05.

In addition, the researcher also calculated the homogeneity test from the students' reading motivation questionnaire with the following results.

Table 4.68 Homogeneity Test on the Students' Reading Motivation Questionnaire Test Using SPSS 20

Test of Homogeneity of Variances			
Questionnaire			
Levene Statistic	df1	df2	Sig.
19.439	1	58	.002

Based on the SPSS 20 program output above, the value of (probably value/ critical value) from students' reading motivation questionnaire test on homogeneity of variance in sig column was 0.002. It means that experiment class and control class has not the same variant or not homogeneous, because the value was lower or r = 0.002< 0.05.

2. Testing Hypothesis

The researcher used One-Way ANOVA to test the hypothesis with significance level 0.05. The researcher used SPSS 20 program to test the hypothesis using One-Way ANOVA.

The result of post-test experiment and control class, and result of reading motivation of experiment class were presented in the following descriptive table:

Table 4.69Resultof Post-test Experiment and Control Class, and Result of Reading Motivation of Experiment Class Using SPSS 20

Descriptives								
Score of Reading Test and Questionnaire Test								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Post-test Exp.	30	66.23	12.082	2.206	61.72	70.74	53	87
Post-test Con.	30	52.47	15.986	2.919	46.50	58.44	13	87
Reading Motivation of Exp.	30	40.30	2.781	0.508	39.26	41.34	37	49
Total	90	53.00	15.712	1.656	49.71	56.29	13	87

The table showed the result ofstandard deviation calculation of experiment class on reading comprehension test was12.082, the result of standard error of mean calculation was 2.206, and the result of mean was 66.23. Then, the result of standard deviation calculation of control class on reading comprehension testwas 15.986, the result of standard error of mean was 2.919, and the result of mean was 52.47.On the other hand, the result of standard deviation of experiment class on reading motivation test was 2.781, the result of standard error of mean was 0.508, and the result of mean was 40.30.

In addition, the following table was the result of one-way ANOVA calculations.

Table 4.70the Resultof Post-test Experiment and Control Class, and Result of Reading Motivation of Experiment Class with One-Way ANOVA Using SPSS 20

ANOVA					
Post-test Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10100.867	2	5050.433	37.019	.000
Within Groups	11869.133	87	136.427		
Total	21970.000	89			

The criteria of H_o is accepted when F_{value}, $<F_{table}$, and H_o is rejected when F_{value}, $>F_{table}$. Then, the criteria of H_a is accepted when F_{value}, $>F_{table}$, and H_a is rejected when F_{value}, $<F_{table}$.

The table showed the result of one-way ANOVA calculation using SPSS 20. The table is the main table from the analysis of One-Way

ANOVA. It found that Degree of Freedom between group (DFb) = 2 and Degree of Freedom within group (DFw) = 87 (F_{table} = 3.10), and also F_{value} was 37.019. It showed that F_{value} was higher than F_{table} (37.019>3.10). So, H_o was rejected and H_a was accepted. There was significant differences among groups after doing treatment, with F_{value} = 37.019 and the significant level was lower than alpha (0.000 < 0.05). It's mean that grammar translation method has significant effect in students' reading comprehension and reading motivation.

Knowing that there was a significant difference among groups after doing treatment, the researcher needed to test the hypotheses. Because One-Way ANOVA was only to know that there was significant differences among groups, not for know where the differences among groups. To answer problems of the study and hypotheses test, the researcher applied Post Hoc Tests.

Hypothesis test using SPSS 20 program by applying Post Hoc Tests from the result of post-test experiment and control class, and the result of reading motivation of experimental class were presented in the following table:

Table 4.71 the Calculation of Post Hoc Tests Using SPSS 20

Multiple Comparisons						
Dependent Variable: Score of Reading Test and Questionnaire Test						
(I) Class	(J) Class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Post-test Exp.	Post-test Con.	13.767*	3.659	.001	4.95	22.58
	Reading Motivation of Exp.	25.933*	2.264	.000	20.37	31.50

Post-test Con.	Post-test Exp.	-13.767*	3.659	.001	-22.58	-4.95
	Reading Motivation of Exp.	12.167*	2.963	.001	4.87	19.46
Reading Motivation of Exp.	Post-test Exp.	-25.933*	2.264	.000	-31.50	-20.37
	Post-test Con.	-12.167*	2.963	.001	-19.46	-4.87
*. The mean difference is significant at the 0.05 level.						

The criteria of H_o is accepted when the significant value is higher than alpha (α) (0.05), and H_o is refused when the significant value is lower than alpha(α) (0.05).So, based on the calculation of Post Hoc Tests above used SPSS 20 program, it can concluded that:

First, the experiment class of reading comprehension show the significant value was lower than alpha (0.001 < 0.05). It meant that, there was a significant effect of Grammar Translation Method (GTM) toward students' reading comprehension. Thus, H_a state that grammar translation method has effect in students' comprehension on reading at the first grade of SMAN 4 Palangka Raya was accepted and H_o state that grammar translation method has no effect toward students' comprehension on reading due the process take too long at the first grade of SMAN 4 Palangka Raya was rejected.

Second, reading motivation of experiment class showed the significant value was lower than alpha (0.000 < 0.05). It meant that, there was a significant effect of Grammar Translation Method (GTM) toward students' reading motivation. Therefore, H_a state thatgrammar translation method has significant effect in students' reading motivation on reading at the firstgrade of SMAN 4 Palangka Raya was accepted and H_o state thatgrammar translation method has no effect toward students'

motivation on reading due the process take too long at the first grade of SMAN 4 Palangka Raya was rejected.

Third, the significant effect of experiment class by using Grammar Translation Method (GTM) toward reading comprehension and reading motivation of students showed the significant value was lower than alpha (0.000 < 0.05). It meant that, there were significant effect of Grammar Translation Method (GTM) towards reading comprehension and reading motivation. While, H_a state that grammar translation method has significant effect in students' comprehension and their motivation on reading at the first grade of SMAN 4 Palangka Raya was accepted and H_o state that grammar translation method has no effect toward students' comprehension and their motivation on reading due the process take too long at the first grade of SMAN 4 Palangka Raya.

3. Interpretation of the Results

Based on the result of calculation with One-Way ANOVA using SPSS 20 program, the researcher interpreted that:

Teaching using Grammar Translation Method (GTM) was more effective toward students' reading comprehension than teaching without using Grammar Translation Method (GTM). It was showed in the result of significant value that was lower than alpha (0.001 < 0.05).

Teaching using Grammar Translation Method (GTM) was more effective toward students' reading motivation than teaching without

using Grammar Translation Method (GTM). It was showed in the result of significant value that was lower than alpha (0.000 < 0.05).

Teaching using Grammar Translation Method (GTM) was more effective toward students' reading comprehension and reading motivation than teaching without using Grammar Translation Method (GTM). It was showed in the result of significant value that was lower than alpha (0.000< 0.05).

C. Discussion

The difference between this research with last research are on field of study where the last research mostly take junior high school when this research take senior high school and also the research instrument where the last research on focusing on effect of GTM toward students reading comprehension only meanwhile this research focus on two subject which is students reading comprehension and reading motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestion for the future researcher.

A. Conclusion

Based on the calculation using SPSS 20 program with One-Way ANOVA, the result of this research showed that it found that Degree of Freedom between group (DFb) = 2 and Degree of Freedom within group (DFw) = 87 (F_{table} = 3.10), and also F_{value} was 37.019. It showed that F_{value} was higher than F_{table} (37.019 >3.10). So, H_o was rejected and H_a was accepted. It meant that, Grammar Translation Method (GTM) has significant effect in students' reading comprehension and reading motivation.

B. Suggestion

For a better understanding of this research, it is highly suggested that:

1. For Students

The researcher suggested to all of students of SMAN 4 Palangka Raya to keep and more doing the reading outside the class, because reading is very important and based on this research the better students' reading it will increase their reading comprehension. Try to do the reading every day even just a little time. The researcher also suggested to students keep practice using this method.

2. For Teacher

The researcher suggested to teacher in SMAN 4 Palangka Raya English Program could guide and encourage the students to do the reading and keep practicing the reading fluency.

3. For Researcher

The researcher are suggested to analyze not only the effect of GTM toward students understandingand reading motivation, but also the factors that could affect both variable. If the future researcher want to conduct the same research it could be better if the future research have a larger sample.

REFERENCES

Applegate, A. J., & Applegate, M. D. (2010). *A study of thoughtful literacy and the motivation to read. Reading Teacher*, 64(4), 226-234. doi:10.1598/RT.64.4.1

Bennette, Joseph, *ACourse in Light Speed Reading*,(Fifth Edition, USA, 2001), p. 23

Bordens, K. S., & Abbott, B. B. (2011). *Research Design and Methods: A Process Approach, Eighth Edition*. New York: The McGraw-Hill Companies, Inc.

Chand Sharma, Tara, *Modern Methods of Universtity and College Teaching, (First Edition, New Delhi, Sarup & Sons, 2001), p. 247*

Coddington, C. S., & Guthrie, J. T. (2009). *Teacher and student perceptions of boys' and girls'reading motivation. Reading Psychology, 30, 225-249.*

Creswell, John W (2014), *Reasearch Design Qualitative, Quantitative, and Mixed Methods Approaches*, Pustaka Pelajar, ISBN-13: 978-1-4522-2610-1

Creswell, John W (2014). *Research design : qualitative, quantitative, and mixed methods approaches*. Singapore: SAGE Publications Asia-Pacific Pte. Ltd.

Fatmala, Eka, 2012, "*The Influence Of The Application Of Grammar Translation Method (GTM) On The Students' Understanding In Reading Comprehension At The First Year Students Of Mts Wathoniyah Gintung Lor – Cirebon*", Thesis FTIK, English Education Department, Syekh Nurjati State Institute, Cirebon

Freeman, Diane Larsen and Marti Anderson (2011), *Techniques & Principles in Language Teaching*, (Third Edition, Oxford University Press, 2011)

Ftik iain Palangka Raya, *Pedoman Penulisan Skripsi*, IAIN Palangka Raya, February, 2017

Gambrell, L. B. (2011). *Motivation in the school reading curriculum. Journal of Reading Education*, 37(1), 5-14.

Legge GE, Mansfield JS, Chung ST (2001). "Psychophysics of reading. XX. Linking letter recognition to reading speed in central and peripheral vision". *Vision Research*. **41** (6): 725–43.

Mcdaniel, R. (1970, June 10). *Motivating Students*. Retrieved April 21, 2017,

McGeown, S., Goodwin, H., Henderson, N., & Wright, P. (2012*). Gender differences in reading motivation: Does sex or gender identity provide a better account? Journal of Research in Reading*, 35(3), 328-336. doi:10.111/j.1467-9817.2010.01481.x

Megawati, 2017, "*The Improving Students' Reading Comprehension Through Grammar Translation Method*", Thesis, STKIP, English Education Department, Kusumanegara, Jakarta

Mortimer, J,A and Charles van doran *How to read a book: the classic to inteligent reading(revised edition)*

Patricia, Meyer Spacks (2011). *On Rereading*, Harvard University Press. ISBN 978-0-674-06222-1

Serravallo, Jennifer, *Teaching Reading in Small Group*, (USA, Heinemann, 2010), p. 43

Teacher Practices that Impact Reading Motivation. (2017, April 13). Retrieved April 21, 2017,

Westwood, Peter, *What Teachers Need to Know about Reading and writing Difficulties,* (FirstEdition, Australia, Acer Press, 2008), p. 32