THE CORRELATION BETWEEN READING INTENSITY AND LEARNING MOTIVATION WITH THE ABILITY TO UNDERSTAND THE CONTENT OF SHORT STORIES AT THE SEVEN GRADE STUDENTS OF SMP N 1 BENDOSARI SUKOHARJO IN THE ACADEMIC YEAR OF 2022/2023

THESIS

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Thank you for attention.

Wassalamu'alaikum Wr. Wb.

Sukoharjo,   December 2023

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RATIFICATION

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DEDICATION

This thesis is dedicated to :

1. Allah SWT and the Prophet Muhammad SAW.

2. My beloved parents, Mr.H Maryono S.Pd and Mrs.Hj Rubi Nasta'in for their support, love, prayers, facilities, and everything they give to the researcher so that this research could be completed.

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MOTTO

"Indeed, with hardship (will be) ease"

(Al - Insyirah 94:5-6)

"Is the reward for good (anything) but good?"

(Ar – Rahman 50:60)

Don't go following where the road will end. Make your own path and leave a

trace.

(RWE)

PRONOUNCEMENT

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I hereby sincerely state that this thesis titled

"The Correlation Between Reading Intensity And Learning Motivation With The Ability To Understand The Content Of Short Stories At The Seven Grade Students Of SMP N 1 Bendosari Sukoharjo In The Academic Year Of 2022/2023" is my rea masterpiece. The thigs out of mmy masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 25 Desember 2023

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Alhamdulillah, all praise and gratitude we offer the presence of Allah SWT for the abundance of His mercy and guidance, the author can complete his thesis with the title The Correlation Between Reading Intensity And Learning Motivation With The Ability To Understand The Content Of Short Stories At The Seven Grade Students Of SMP N 1 Bendosari Sukoharjo In The Academic Year Of 2022/2023. Shalawat and greetings may always be bestowed on our lord and uswatun hasanah, the Prophet Muhammad SAW.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 25 Desember 2023

The researcher

Gigih Nur Huda

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ABSTRACT

Gigih Nur Huda (183221179). Desember 2023. The Correlation Between Reading Intensity And Learning Motivation With The Ability To Understand The Content Of Short Stories At The Seven Grade Students Of Smp N 1 Bendosari Sukoharjo In The Academic Year Of 2022/2023. Thesis. English Language Study Program, Faculty of Cultures and Languages..

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This research was motivated by the problems of class VII students of SMP N 1 Bendosari in the 2022/2023 academic year in understanding the contents of the short stories. One of the factors that causes this problem is that the intensity and motivation of learning that students have is still low so that students have difficulty understanding the contents of the short story. The purpose of this study was to determine (1) The relationship between reading intensity and the ability to understand the contents of the short stories in class VII students of SMP N 1 Bendosari (2) The relationship between learning motivation and the ability to understand the contents of the short stories in grade VII students of SMP N 1 Bendosari (3) Relationship between reading intensity and learning motivation with the ability to understand short story content in class VII students of SMP N 1 Bendosari.
.
This research uses single and multiple correlation quantitative methods using the product moment. The population in this study were all students of class VII by taking a sample of 172 students. Sampling in this study using proportionate stratified random sampling. The data collection techniques used in this study were the questions and questionnaires given to students using correlasion techniques in the reliationship hypothesis (associative).

Based on the research results, it can be concluded that (1) There is a positive relationship between reading intensity and the ability to understand the short story

content. This can be proven based on the results of data calculations using the product moment, the calculated r value is 0.348, while for the r table with N = 172 at the 5% significant level of 0.148. So that r count (0.348)> r table (0.148). (2) There is a positive relationship between learning motivation and the ability to understand the contents of the short story. This can be proven based on the results of data calculations using the product moment, the calculated r value is 0.604, while for the r table with N = 172 at the 5% significant level of 0.148. So that r count (0.604)> r table (0.148). (3) There is a positive relationship between reading intensity and learning motivation with the ability to understand the contents of the short story. This can be proven based on the results of data calculations using the product moment, the calculated r value is 0.721 and then converted into the F formula, the F_h value is 9.1483 with the dk numerator 2 and dk denominator 169 and a significant level of 5%. So that $F_h(9,1483) > F_t(3,06)$.

CHAPTER I

INTRODUCTION

A. Background Of The Study

English language learning is mandatory learning at all levels of education. English Language Learning aims to improve students' ability to communicate English properly and correctly. In improving the ability to communicate good and correct English, English language learning has four skills. This skill is one of the competencies that every student must have apart from attitude and knowledge. Four aspects of language skills include speaking, listening, reading and writing. English not only emphasizes the aspect of language skills, but also emphasizes to students in using language, it is hoped that students will be able to understand the discourse clearly in the information that has been found.

Through English language learning students are taught to understand a piece of writing by reading. Through reading information and knowledge useful for the life gained. The quality of English teaching concerns also the quality of reading teaching. Therefore, it is very important to instill reading activities from an early age so that it becomes the basis for growing reading activities at the next level. Tarigan (2008:7) states that reading is a process that is carried out and used by readers to obtain the message to be conveyed by the author through the medium of words / written language.

Writing and reading are interconnected communication activities. The habit of writing is impossible without the habit of reading. A person's writing can

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represent the results of complex cognitive work that describes ideas, feelings, experiences, knowledge, and thoughts as well as a wide range of readers. One of them is in understanding the content of short stories.

Understanding the content is a picture of an idea that can be expressed by students after reading. According to (Anggraeni and Lena, 2017) reading is a basic demand for children, because all lessons have reading materials and children must be able to read and understand the content of the reading. The end result of the reading process is that a person is able to understand and make a gist of the reading he has read. The ability to understand reading is the ability to understand the idea or content of the express or implied message that the author wants to convey through reading text or written language (Fahrudin, 2009: 45).

Writing comprehension with reading is an activity that involves cognitive ability, perception ability and the ability to recognize in understanding a reading. To be able to understand all these aspects requires good cognitive abilities as a thought process to know and understand something related to what is read.

Short stories are short essays in the form of prose (Euis Honiarti. 2003). In the short story is told a piece of life and events. Jampar (in Priyatni, 2010:126) reveals that short stories are a form of fictional work that is short in nature both in terms of the events told, the content of the story, as well as the number of perpetrators and the number of words but contains a very deep impression. Therefore, a short story is a picture of a character's life that tells various kinds of events that describe the disposition of a character so that it can cause a feeling effect on the reader. So that apart from understanding the content of the short story itself,

students can also apply or get the motivation contained in the content of the short story that has been read.

Short stories are not because of their much shorter form than novels, but because aspects of the problem are severely restricted. With this restriction, a problem will be illustrated much more clearly and much more impressively to the reader. The impression left by a short story must be sharp and deep, so that once read it we will not easily forget. In a short story there are many things that must be understood by students to understand the story read, including about the characters in the story, the characteristics of the characters and the meaning of the story. The end result of the various series of students' understanding is that students are expected to be able to re-express the content of the story or summarize the story. All of these things are inseparable from the student's ability to understand the content of the story.

The ability to read is a complex ability, because it is related to the aspects of remembering, understanding, comparing, finding, analyzing, organizing, and finally applying the contained in reading. In the basic competencies achieved by students, namely to be able to explore information on student readings and also be able to understand the content of short stories that have been read. This must be supported by the reading habits inherent in the student. Students' reading habits affect their ability to read a reading.

Based on the results of observations made at SMP N 1 Bendosari, the fact was obtained that students quickly get bored in reading short stories. This is seen when students read a short storybook, not read to the end only reading a few pages.

Students' interest and motivation to read short stories also still needs to be improved because students tend to only look through the cover or title of the story and are not interested in reading it further.

Based on the results of an interview with Mrs. Fakhrun Nisa, S.Pd, an English teacher who teaches class VII, information was obtained that not all students can understand the content of short stories that have been read. In fact, still about 70% of students rewrite their stories according to the text they read and 30% of students have begun to be able to re-express stories in their own words. This is evidenced by the student's task to rewrite the story that has been read on the paper. In addition, students are also lacking in their habits and motivation in reading. So students are still very difficult and have not fully understood the content of short stories.

Some of the causes of students' lack of ability to understand short stories, namely (1) the methods used by teachers are less attractive so that students get bored quickly, (2) the urge to read habits is less monitored by the teacher and the environment, (3) learning that is passive learning so that students also become passive and cause student motivation to decrease (Sumadayo, 2011)

Reading habits or reading intensity are essentially a person able to read effectively. The influence of the environment and the high and low reading habits in the student greatly influence the motivation he obtains. The intensity of reading is a product of learning and is not instinctive. Therefore, reading can be learned, and the ability to remember it can be improved.

But in reality the intensity of reading is not something that students easily like. The observations that have been made have found that students tend to be lazy in reading activities during learning and during school literacy activities. This makes it difficult for students to understand the content of readings, including short stories at school. It can be seen from the work of students who have been corrected by the teacher to rewrite the stories that have been read using their own words. However, in reality not all students tell their stories well. Meanwhile, the learning requires students to be able to understand information, conclude or tell the content of the reading that has been read, especially in short stories.

Reading intensity helps students in absorbing ideas, opinions as well as reading comprehension read. The literacy program implemented in schools is expected to be useful to be able to develop students' reading potential and can encourage students to read and understand and explore information from readings including in understanding the content in short story essays (short stories). This can support the child's mindset to get important information or get messages that arouse the spirit of learning in students.

Good intensity in students in reading can be had if students can take advantage of the time to like to read in reading activities (school literacy). The existence of interesting short story collection books is also a factor in encouraging students to like to read. Interesting short story books become a reading allowance in school literacy, with the aim of developing potential in student reading activities.

The development of students' reading potential can be realized if the creation of a society that likes to read or do reading habits. The lack of reading

intensity is one of the factors in terms of understanding the content of the reading. According to Tampubolon (in Rahayu, W., et al) the intensity of reading is a reading activity that has become ingrained in a person. However, not only the intensity of reading is a factor in understanding the content of reading, according to Sumadayo in (Angraeni, 2017: 147) there are factors that affect students' reading ability including: intellectual (related to intelligence (IQ)), language ability (related to vocabulary), psychological (related to attitudes, interests, emotions), environment (related to social, economic, and cultural background), experience (related to knowledge and habits in read).

When researchers make observations in the classroom, some students consider reading to be a learning activity that tends to make them bored, saturated and lazy to understand the content of the reading itself, students are less active because they think reading is a less fun learning, more likely to make noise in the classroom. This is due to the lack of variety of methods used by teachers in delivering reading teaching so that student activity in interacting with teachers or with other students is low, this can affect the results of understanding the content in reading.

This is because the problem of reading is also inseparable from people's learning motivation in reading. Learning situations that lack motivate students to discuss together so that students are not motivated to understand reading. Students will be more motivated on learning if the situation is pleasant. Uno (2014: 35) mentions that a very interesting atmosphere causes the learning process to be effectively or emotionally meaningful for students and a meaningful atmosphere

will be preserved remembered, understood or appreciated. Motivation and reading experience in reading activities at school and family are very influential in shaping the intensity of reading and the ability to understand excellent reading content, including in understanding the content of short stories.

Remembering so important motivation for students in learning. So teachers are expected to be able to arouse student learning motivation in this case many ways are done. Thus recreating certain conditions that can arouse student learning motivation.

In addition, reading exercises are needed, in reading exercises are not stand-alone activities, but a synthesis as a process incorporated into an active reader attitude. School literacy with the aim of increasing learning motivation and love to read and explore the knowledge in reading has in fact not been monitored and runs well. However, the fact is that students tend to relax during literacy activities due to the absence of supervision.

This can happen due to the lack of encouragement and supervision to motivate students. So that in understanding the content of short stories, not all students can master it. Because the intensity of reading and the ability to understand experienced by students at school cannot be separated from the encouragement and motivation of their own teachers and the family environment. So that students have high motivation in reading activities or mastering the content in reading.

This condition is the reason the author is interested in conducting research on "The Relationship Between Reading Intensity and Learning Motivation with the

Ability to Understand the Content of Short Stories in Students of SMP N 1 Bendosari"

B. Identification Of The Problem

Based on exposure to the background of the problem, various problems that arise are then identified, namely:

1. Still about 70% of students rewrite their stories according to the text they read and 30% of students have begun to be able to re-express the story in their own words, this is due to the low intensity of reading in students so that students are not fully able to understand the content of short stories.

2. Less interesting reading materials and lack of motivation provided so that students are bored, saturated and lazy.

3. Lack of encouragement and supervision in reading so that it has an impact on the low ability to understand the content of short stories in students.

4. Lack of motivation to learn from teachers and the family environment.

C. Limitation Of The Problem

In order to carry out research more targeted and not violate the research objectives, in this study it is necessary to limit the problem.

In this study, the short story in question is a type of free short story read by students. This selection of free short stories is intended to know many images of various characters' lives to support the motivation that

students get after reading them. The second problem is that students are researched for the intensity of reading. This research focuses on aspects of the intensity of reading students' short stories, as well as the learning motivation that arises to carry out students' reading habits. The learning motivation generated by students shows the ability to understand the content of students' short stories. The object of the problem in this study is the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari.

D. Formulation Of The Prolem

Based on the background stated above, the existing problems can be formulated as follows:

1. Is there any significant positive relationship between reading intensity and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari for the 2022/2023 school year?

2. Is there any significant positive relationship between learning motivation and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari for the 2022/2023 school year?

3. Is there any significant positive relationship between reading intensity and learning motivation with the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari for the 2022/2023 school year?

E. Objectives Of The Study

Based on the background that has been described, the goal to be achieved in this study is to find out:

1. The relationship between reading intensity and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari Sukoharjo for the 2022/2023 school year.

2. The relationship between learning motivation and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari Sukoharjo for the 2022/2023 school year.

3. The relationship between reading intensity and learning motivation with the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari Sukoharjo for the 2022/2023 school year.

F. Benefits Of The Study

1. Theoritical Benefits

    This research is expected to increase and provide knowledge and the extent of the relationship between reading intensity and learning motivation with the ability to understand the content of students' short stories.

2. Practical Benefits

    a. Student

    1) May increase the intensity of reading in students.

    2) Can motivate students to be more fond of reading.

3) Can increase the intensity of reading with the ability to understand the content of short stories.

b. Teacher

1) As a consideration about providing learning motivation, especially at the reading stage with the development of the ability to understand the content of short stories, thus encouraging teachers to maximize the role of both variables in learning Indonesian especially in understanding the content of short stories.

2) Can be used as an effective learning method to students.

3) Can provide solutions to obstacles in the implementation of reading learning, especially in terms of student reading intensity with the ability to understand the content of short stories.

G. Definition Of Key Terms

a. Reading Intensity

Reading intensity is the understanding of activities that are carried out continuously in which there is pleasure in doing activities either reading activities or other activities. The intensity of reading includes, attention, duration, feeling, response. Attention related to the frequency of reading short stories, making summaries or underlining after finishing reading, remembering readings that have been read. Duration is related to

regression, viewing, vocalization. Feelings related to feelings of pleasure towards reading literature, especially short stories, interest and satisfaction after reading literature, especially short stories, desire to read short stories. Responses are related to understanding the content of the short story, finding problems and solving them, taking advantage after reading.

b. Learning motivation

Learning motivation is an encouragement that arises in students to study seriously with full concentration in order to create a pleasant atmosphere and achieve the best learning achievement. In addition, indicators in learning motivation can be seen as follows, have the desire and desire to succeed, the enthusiasm and confidence in learning, have hopes and aspirations for the future, perseverance and discipline in learning, have a conducive learning environment, the existence of interesting activities in learning, and the appreciation in learning.

c. Ability to understand the content of short stories

Reading activities require the ability to understand the content of reading material, including when reading short stories. Understanding the content is a picture of ideas that can be expressed by students after reading. In addition, to be able to understand the content of short stories requires high reading activities. The ability to understand the content of the short story can be seen from dexterity in: (a) remembering and re-recognizing what is reflected in the short story, (b) understanding the information explicitly stated in the short story, (c) Understanding the meaning of

words, terms, expressions, the ability to capture information in sentences, (d) Expressing the message contained in the short story, (e) Analyzing some information obtained from the short story, (f) Appreciating the content of the short story that has been read.

CHAPTER II

LITERATURE REVIEW

This chapter discussed about theoritical frame work, previous research and research hypotesis:

A. Theoritical Review

1. Ability to understand the content of short stories

a. Understanding the Ability to Understand the Content of Short Stories

Reading activities require the ability to understand the content of reading materials, including when reading short stories. According to Tarigan, every reader must be able to understand what has been read with attention or concentration using the stages in understanding the content of the reading (Jampar, 2017: 344). So when reading it is very important to understand the content of the reading that has been read.

Understanding the content is a picture of an idea that can be expressed by students after reading. According to Anggraeni and Lena (2017: 146) reading is a basic demand for children, because all lessons have reading materials and children must be able to read and understand the content of the reading. The end result of the reading process is that a person is able to understand and make the essence of the reading he has read.

In understanding the content of the reading, it is necessary to interpret the meaning of each unit of the word in the reading. This understanding shows that there is complexity because reading comprehension itself is a combination of skills that a person needs to master when reading. A person can be said to understand the content of the reading well if he has the ability to capture the

meaning of words with the expressions used by the author, the ability to capture express and implied meanings, and the ability to make conclusions.

The ability to understand the types of information contained in various forms of writing, is absolutely necessary in reading activities, accompanied by the ability to understand its content. Understanding the content of the reading becomes the main purpose of reading. Written information to read and understand can be expressed in a variety of forms, from short expressions such as sentences, to more complete and longer expressions such as paragraphs to books. They are all written messages whose content and meaning can only be understood by reading.

Short stories are literary works written by the author as a forum for expressing his creative ideas (Achmad, 2016: 87). Short stories according to Priyatni are a form of short fiction that contains a deep impression (Jampar, 2017: 344). In addition still in the same book, Achmad (2016: 87) reveals some defining notions about short stories from literary experts, including:

1) A short story is a literary work that has an introduction, dispute, and settlement section in its storyline.

2) Short stories can be seen from the quantity, the number of words used, the existence of one plot, the existence of one character, and the existence of one impression.

3) Short stories are a variety of fiction (fictional stories) that are often called short prose stories.

In the short story is told a piece of life and events. Priyatni (2010:126) revealed that short stories are a form of fictional work that is short in nature both in terms of the events told, the content of the story, as well as the number of perpetrators and the number of words but contains a very deep impression. Therefore, a short story is a picture of a character's life that tells various kinds of events that describe the disposition of a character so that it can cause a feeling effect on the reader. So that apart from understanding the content of the short story itself, students can also apply what is contained in the content of the short story that has been read.

The abbreviation of a short story is not because of its much shorter form than the novel, but because of the very restricted aspects of the problem. With this restriction, a problem will be illustrated much more clearly and much more impressively to the reader. The impression left by a short story must be sharp and deep, so that once read it we will not easily forget. In a short story there are many things that must be understood by students to understand the story read, including about the characters in the story, the characteristics of the characters and the meaning of the story. The end result of the various series of students' understanding is that students are expected to be able to re-express the content of the story or summarize the story. All of these things are inseparable from the student's ability to understand the content of the story.

Aminuddin (in Yulisna: 2017: 74) says "The effort of understanding the elements in literary reading cannot be separated from the problem of reading." So by reading the short story, the reader can understand the elements

of the short story contained in the short story. All the elements in a short story can be remembered and understood if a person has the ability to understand good reading. When reading short stories, readers increase their imagination and creativity in order to understand and live up to the content of the short story. After that, it is hoped that the reader will gain knowledge and experience through the short stories he reads.

In understanding the reading of short stories, there are two things that readers must pay attention to, namely regarding the content and storytelling techniques. The content of a short story is summarized in theme and mandate while storytelling techniques consist of plot, characterization, setting, point of view, and language style. These seven parts are also indicators of assessment in understanding short story readings.

Based on the explanation above, it can be concluded that a person can understand the high content of the short story if he can capture the message or information contained in the short story. Written information to read and understand can be expressed in a variety of forms, ranging from short expressions such as sentences, to more complete and longer expressions such as paragraphs. The ability to understand the content of short stories is the most important thing in a reading activity. Therefore, reading activities require the ability to understand the content of reading materials, including when reading short stories..

b. The purpose of understanding the content of the short story

English subjects exist to improve students' ability to socialize with others on various occasions both written and spoken. Therefore, the aspect contained in Indonesian subject is reading. Through reading, children will understand the information conveyed by the author in a writing (Masta, Adnan, Yamin: 2017: 151).

In reading is a pleasure in perfecting the comprehension of reading content using certain strategies, updating its knowledge of a topic, associating new information with information that has been known through oral or written. In addition, understanding the content of reading is an aspect of reading ability that can be possessed by a reader who already has a high level of reading ability. However, the level of reading comprehension is of course limited. That is, they have not been able to capture exactly the same as the author intended.

In essence, the purpose of people reading is to understand the content of the reading. Food and Salus (in Ampuni: 1998: 17) states that reading without understanding is a futile activity. Reading is not just an activity of learning and stringing words. Reading is a complex cognitive process to process the content of the reading, with the aim of understanding the ideas and messages of the author and making them part of his knowledge.

Based on the explanation above, it can be concluded that understanding the content of short stories has the purpose of understanding the content of short stories thoroughly. Understand the whole main idea, be able to capture implied and express meanings, obtain details and facts in the reading,

determine the topic, make comparisons or contradictions and make conclusions.

c. Stages of understanding short stories

Efforts to gain understanding in reading short stories using certain stages. Understanding each of the stages of understanding a reading is closely related to the factors involved in understanding the content i.e. the text and context.

According to Bader in (Anggraeni and Lena, 2017: 147) there are 6 aspects that students must understand in understanding the content of short stories in their:

1) Association Ability, understanding one word with another so as to form a new meaning.

2) Conception Ability, the ability to understand abstract concepts into concrete forms.

3) Ability to perceive, the ability to give opinions or judgments on events or events.

4) Syntactic skills, ability to understand word and sentence order.

5) Semantic ability, ability to about the meaning of words in sentences.

6) Cognitive ability, the ability to critically understand the content of the reading.

In addition to the above aspects, according to Tarigan (2008: 12) aspects in understanding the content of short stories include:

1) Understanding simple notions (lexical, grammatical, rhetorical)

2) Understand the significance or meaning of the author's intent and purpose, relevance/state of culture, reader reaction.

3) Evaluation or assessment (content, form)

4) Flexible reading speed that is easy to adjust to the circumstances.

The level of understanding in a short story content includes: Literal understanding, that is, understanding the content of the short story as written by the author. Inferential comprehension, that is, understanding the reading of short stories by interpreting the content of short stories. Critical understanding, understanding by examining the content of short stories (can know the right and wrong). Creative understanding, namely understanding the content of short stories to reproduce the content of new short story essays (Ismawati, Umayya in Nurul and Fiki, 2016: 8)

Based on the explanation above, it can be concluded that the stages of understanding the content of short stories are: reading carefully, reading by understanding the arrangement of words and sentences and meanings in sentences, interpreting the content of the reading, observing the reading, and evaluating the content of the reading so as to re-produce the content of the new reading.

2. Learning Motivation

Learning activities carried out by students really need motivation, both internal and external motivation (physical and spiritual), learning activities will not be carried out without strong encouragement or motivation within the individual or from outside the individual. According to Sadirman in (Noer, 2015: 261) learning

activities really need motivation. Learning outcomes will be optimal, if there is motivation. The more precise the motivation given, the better the learning outcomes will be. So motivation will always determine the intensity of learning efforts for students.

a. Understanding Learning Motivation

According to Prawira (2017: 319) motivation has a root word from the Latin movere, which means motion or impulse to move. That way providing motivation can be interpreted as providing encouragement so that something that is motivated can move. In line with this, Sukmadinata (2003: 61) motivation is a force that drives individual activities that shows a condition in the individual that encourages or moves the individual to carry out activities to achieve a goal. To be able to achieve a motivational goal is an absolute requirement for learning. As Porwanto (2000: 60) has put it, motivation directs behavior to a complex goal.

Basically, motivation is an effort based on moving, directing and maintaining one's behavior to encourage doing something so as to achieve certain results and goals. Rusyan in Fathurrohman and Sulistyorini (2012: 141) argues that motivation is a force that encourages people to do something to achieve a certain goal. Mc. Donald in Sardiman (2012: 74) also argues that motivation is a change in energy in a person characterized by the appearance of feelings and preceded by responses with the presence of goals. According to Uno (2016: 1) motivation is a force, both from within and outside that pushes a person to achieve certain goals that have been set before. So, how strong the

motivation an individual has will be the more qualities it displays (Suprihatin, 2015: 75).

The term motivation is closely related to learning and learning activities. Learning is the activity of understanding something thoroughly in order to obtain optimal knowledge or learning outcomes and have useful values (Setyawan, Andayani, and Eko, 2015: 6). In contrast to this opinion, Fathurrohman and Sulistyorini (2012: 143) conclude that learning is a relatively sedentary process of behavior change as a result of a person's experience in interaction with his environment that concerns not only in cognitive terms but also in affective and even psychomotor terms.

Whereas according to David (2012: 249) motivation is a series of efforts to provide certain conditions so that the individual is willing and wants to do something, if the individual does not like it, he will eliminate the dislike. So does a student, if he doesn't like something, he won't do it either. Therefore, motivation must arise from the desire of the individual himself.

Learning motivation is the tendency of students to carry out learning activities driven by passion that aims to achieve the best possible learning achievements. Learning motivation is also the overall driving force that exists in a person (student) that gives rise to learning activities and gives direction in student learning activities to achieve the goals desired by the student concerned as a learning subject (Fathurrohman and Sulistyorini, 2012: 143). Learning motivation is the overall driving force both from within and from outside the student by creating several efforts to provide certain conditions in order to

ensure continuity and give direction to learning activities so that the desired goals are achieved.

Based on some of the opinions above, it can be concluded that learning motivation is an impulse or movement that arises in the individual to study earnestly with full concentration in order to achieve the desired goal. Without motivation, it will be difficult for a person to carry out learning activities because of the motivation will grow interest in moving himself to do something.

b. Principles of Learning Motivation

Motivation plays an important role in a person's learning activities. There is no one who learns without having the motivation to learn. If there is no motivation, it means that there is also no learning activity. Therefore, the principle of learning motivation is indispensable for an individual in teaching and learning activities. According to Dimyanti and Mudjiono (2013: 42) the principles of learning are divided into seven, namely:

1) Attention and Motivation

Attention has an important role in the learning process. If there is no attention, then there will be no learning activities possible. Attention to learning will arise in students if the learning materials are as needed by the student. If this natural attention is not in a student, then the student needs to be aroused by his or her sense of attention.

In addition to attention, motivation is also very important in learning activities. If a student has no motivation, then the student will not carry out

learning activities. In addition, motivation is also related to interests. If a student has an interest in a particular field, then it tends to be interested in his attention and the motivation to study the field will come out by itself.

2) Liveliness

The tendency of psychology considers that the child is an active being. The child has the urge to do things according to his own will and aspirations. In every learning process, students always show their activeness. The liveliness of each student is variegated in form. Starting from physical activities that are easy to observe to psychic activities that are difficult to observe.

3) Direct/Experienced Involvement

In learning activities, there must be direct involvement with students because learning is experiencing and learning cannot be represented by anyone. In learning must experience hands-on experience, the student not only observes but he must also live, be directly involved and be directly responsible for the results. Student involvement in learning is not only through the physical but more than that, especially in mental, emotional, cognitive activities, and also during training in skill formation.

4) Repetition

The principle of learning requires an emphasis on repetition in every learning activity. Repetition is very necessary so that students can practice memory and form the right response in forming a habit.

5) Challenge

In learning situations, students will inevitably face challenges in every learning process in order for goals to be achieved. In achieving goals, there must be small obstacles and these obstacles will motivate students to be more active in achieving these goals.

6) Cornering and Strengthening

The principle of learning is closely related to turning and strengthening. If a student gets good learning outcomes, then students will be more enthusiastic in learning. Students will study earnestly in order to get satisfactory test results.

7) Individual Differences

Students are unique and unbeatable individuals, and each student has their own differences. The difference is not only in the psychic but also in the personality and traits he has. These differences greatly affect the way and outcomes of students learn. Therefore, teachers should pay attention to every difference that a student has in the learning effort.

Meanwhile, according to Nyanyu (in Riezky and Sitompul, 2017: 81) the principles of motivation in learning assets are divided into six, namely (a) Motivation as a driver that encourages learning activities, (b) Intrinsic motivation is more important than extrinsic motivation in learning, (c) Motivation in the form of praise is better than punishment, (d) Motivation is closely related to learning needs, (e) Motivation can cultivate optimism in learning, (f) Motivation gives birth to achievements in learning.

According to Manzilatusifa (2007: 70) the principles of motivation in learning activities are divided into 12, namely:

1) Meaningfulness means that students will be more motivated to learn if the activities and materials taught are ingrained for themselves.

2) Prerequisite knowledge and skills mean that the student will focus on learning if he has mastered all the prerequisites be it skills, knowledge, or attitudes.

3) Models mean that students will be well motivated by new skills if the teacher provides interesting examples and models so that they are easy to see and imitate.

4) Open communication means that students will be more motivated to learn if the delivery delivered by the teacher is made in a structured manner according to the level of cognitive development of the student so that the message in the learner can be evaluated appropriately.

5) Authenticity and challenging tasks mean that students will be motivated to study hard if given new and different materials, activities than usual. New, more challenging materials or activities will affect student learning achievement and students' learning concentration will also increase.

6) Proper and active practice means that students will master the material effectively if given activities that are in accordance with the abilities of the students and students will play an active role in achieving the expected competencies.

7) Assignment assessment means that students will have effective learning outcomes if the assignments are divided into less long time spans with a frequency of repetition.

8) Pleasant conditions and consequences mean that students will study hard and diligently if the conditions at the time of learning are made interesting and comfortable from behaviors that hurt the student's heart.

9) The diversity of approaches means that students will study hard if students are given the opportunity to choose and use their own learning approaches and strategies.

10) Developing a variety of abilities means that students will learn optimally if learning is presented by developing various abilities including mathematical logical skills, language, music, kinesthetic and inter or intra-personal abilities. Because each student has more than one intelligence.

11) Involving as many senses as possible means that student learning outcomes will be optimal if students are able to use as many senses as possible to interact during learning.

12) The balance of life experience arrangements means that students will master the material if the experience is arranged in such a way that students have the opportunity to reflect on passion and evaluate previously learned learning..

Based on some of the opinions above, it can be concluded that the principles of learning motivation are very necessary for students to be more motivated to learn well and be able to master all the material that has been

taught. The principle of learning motivation is also very influential for writing ability. If students do not have principles for learning, then students will not be motivated to write and will not be able to write properly and correctly.

c. Characteristics of Learning Motivation

According to Rohmah (2017: 249) the motivation that exists in a person has the following characteristics:

1) Diligent in the face of tasks (can work continuously for a long time, does not stop before completion).

2) Tenacious in the face of difficulties (not quickly discouraged, not quickly satisfied with the achievements he has achieved).

3) Shows interest in various problems for adults (e.g. political, economic, justice, criminal and so on issues).

4) Prefer to work independently,

5) Get bored quickly on routine tasks (resulting in less creative).

6) Can defend his opinion (sure of something)

7) It is not easy to let go of what has been believed.

8) Love to find and solve problems.

If a person already has the characteristics as above, it means that someone has had a strong enough motivation. Such traits will be very important in learning activities, because learning will be successful if the student is diligent in working on tasks, tenacious in solving various problems and obstacles independently.

Apart from these motivational characteristics, Edi Suardi (in Djamarah and Zain, 2006: 39) put forward the characteristics of learning which are divided into eight parts, namely:

1) Teaching and learning has a purpose, namely to shape students in a certain development. This is what is meant by teaching and learning activities that are aware of the goal, by placing students as the center of attention. Students have a purpose, other elements as an introduction and support.

2) There is a planned procedure (course of interaction), designed to achieve the goals that have been set. In order to optimally achieve the goal, it is necessary to carry out the interaction of procedures, or systematic and relevant measures. To achieve one learning goal with another, it may require different procedures and designs.

3) Teaching and learning activities are characterized by one special cultivation of material. In this case, the material must be designed in such a way, so that it is suitable for achieving goals in teaching and learning activities.

4) Learning activities are characterized by the activities of students. Students are an absolute requirement in the course of teaching and learning activities. So, there is no point in carrying out learning activities if the protégé is passive. Since it is the protégés who learn, then they are the ones who must do it.

5) In teaching and learning activities, the teacher plays the role of a guide. So the teacher must liven up the atmosphere and provide motivation to students so that a conducive interaction process occurs.

6) In the process of learning activities requires discipline as a pattern of behavior that is regulated in such a way according to the provisions that have been obeyed by the teacher and students consciously.

7) Teaching and learning activities must have a predetermined time limit. Each goal will be given a time when it should have been achieved.

8) Evaluation is an important part of all activities and cannot be ignored. Teachers must evaluate in order to know whether or not the predetermined teaching objectives have been achieved.

From the opinions above, it can be concluded that in learning activities there are several characteristics, between learning has goals, in learning there is also a procedure so that learning can be achieved. Teaching and learning activities must have a predetermined time limit. In addition, evaluation is also very important in learning activities. There is an evaluation so that each student is able to measure how their level of ability to understand the content of readings, especially in short stories..

d. Types of Learning Motivation

Talking about the types of motivation, has two points of view, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that comes from within a person's person. Extrinsic motivation, that is, motivation that comes from outside one's self (Masni, 2015: 39)

1) Intrinsic motivation

Intrinsic motivation is the desire to act with a motivating factor from within the (internal) individual that does not require external stimulation, since there is already an impulse from within the self to do something. In other words the individual is compelled to behave something self-desired without the impulse of outside factors.

The learning process of individually motivated students can be seen from their diligent activities in doing learning tasks because they feel they want to achieve learning goals. A person who is intrinsically motivated in his activity is better at learning. Having intrinsic motivation indicates involvement in high activity in learning. For example, a student who enjoys reading, in the absence of encouragement, he is already by himself diligent in reading. It can be seen from the purpose of carrying out the activity, then what is meant by intrinsic motivation is to want to achieve the goals contained in the deed itself, namely gaining knowledge, values and skills so that they can change their behavior constructively.

Students who have intrinsic motivation will have the goal of becoming educated, knowledgeable, and expert in a particular field of study. The only way to get to the goal to be achieved is to learn, without learning it is impossible to get knowledge or something to expect. That motivation arises from self-awareness with an essential purpose, not just a symbol and ceremonial (Rohmah, 2015: 255).

Thus, it can be concluded that intrinsic motivation is a type of motivation that comes from within the individual on the basis of will and self-awareness in the absence of coercion or impulse or influence from the outside. In other words, the emergence of intrinsic motivation based on the desired goal in learning.

2) Extrinsic motivation

Intrinsic motivation is an active and functioning motivation due to the presence of external stimuli. According to Syaiful Bahri Djamarah (in Masni, 2015: 40) learning motivation is said to be extrinsic if a person places learning goals with external driving factors. For example, someone learns because they want to reach the highest number, diploma, degree, honor, praise, respect, and so on. Therefore, extrinsic motivation can also be said to be a form of motivation in which learning activities are initiated and continued based on external impulses that are not absolutely related to learning activities.

Extrinsic motivation does not mean motivation that is unnecessary or unimportant in education. In teaching and learning activities are still important. Because it is very likely that the student's situation is dynamic, changing, and also other components in the teaching and learning process are not attractive to students, so extrinsic motivation is needed. Extrinsic Motivation is a type of motivation that arises as a result of influences from outside the individual, whether due to the invitation, order, or

coercion of others so that under such circumstances the induvidu wants to do something.

Motivation as an individual's mental strength has levels. Apart from intrinsic motivation and extrinsic motivation Dimyanti and Mudjiono (2013: 86) suggest that motivation is divided into two types, namely primary motivation and secondary motivation. Primary motivation is motivation that is based on basic motives. These basic motifs generally come from human biological or physical aspects. While the secondary motivation is the motivation learned by the individual.

According to Woodworth (in Kompri, 2016: 6) classifies learning motivation into three groups, namely (1) Organizational needs are motives related to the inner needs of the body. (2) Emergency motives are those that arise if the situation demands a swift and strong action of activity from us. In this case it arises as a result of the presence of external stimuli. (3) An objective motive is a motive directed towards a specific object or goal around us. This motive arises due to the impulse from within the individual.

From the above various opinions, it can be concluded that the types of motivation are distinguished into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is very necessary because someone who does not have the motivation that exists in the individual will be very difficult to learn constantly. A motivated child who grows from within himself is likely to be an educated and knowledgeable child. Extrinsic motivation is

also very necessary because if the protégé does not have motivation that comes from outside, he will feel less compelled to be able to do something.

e. Learning Motivation Function

Related to learning activities, motivation is felt to be very important. According to RBS. Fudyartanto (in Prawira, 2017: 320) writes the following motivational functions:

1) Motivation is directing and regulating behavior. A motivation is ensured to have a certain goal, it is stated in it perseverance and persistence in action. It is undeniable that a motivated action or behavior is complex because the existing structure determines the behavior of the individual in question.

2) Motivation as a selector of behavior. The motivation that exists in the individual acts in a directed manner towards a goal that has been set in his heart. Therefore, the presence of this motivation keeps the individual from being a buyar and directionless in achieving certain goals that have been set.

3) Motivation gives energy and behavior. Motivation functions as a thrust and increase in energy so as to make an act or behavior. Motivation also serves to maintain that the deed or interest can last continuously for a long period of time.

The motivation found in the individual also depends on the size of his motivation. If the existing motivation is large and strong, it will have a great boost. Vice versa, if the existing motivation is weak, then the impulse to do

something is also weak. According to Hebb, the greater the motivation, the more efficient and perfect his behavior will behave.

Along with this, Rohmah (2015: 250) also explained three functions of learning motivation, namely:

1) Encouraging human beings to do or do something, being as a mover that releases energy.

2) Make a goal or direction of action, that is, towards the goal to be achieved. That way motivation can provide activities that must be done in accordance with the objectives.

3) Selecting deeds, determining what deeds must be done to achieve the goal, by setting aside actions that are not beneficial to the goal.

Motivation has a very important function in learning activities at school. Learning outcomes will improve if students are highly motivated. Vice versa, if students do not have motivation, then learning outcomes will decrease. So, motivation is needed to improve the learning outcomes of a student. In this regard, there are four functions in learning motivation, namely (1) functioning as a driving factor for students to remain interested in learning and deciphering learning achievements, (2) functioning as a guide to achieve the desired goals, (3) functioning as a tool to meet student learning outcomes, (4) functioning as a tool to determine actions in accordance with the goals to be achieved.

f.   The Importance of Learning Motivation

According to Winkel (in Manizar, 2015: 174) learning motivation plays an important role in providing passion or enthusiasm in learning so that

strongly motivated students have a lot of energy to carry out learning activities. Learning motivation grows from within each individual with the aim that they are more active in learning so that they can achieve success in the ability to understand reading materials. Individuals who have a high motivation to learn are very likely to acquire good comprehension skills. Therefore, learning motivation is very important in achieving successful understanding of a reading. There are three fundamental reasons for the importance of learning motivation in Saptono (2016: 200), namely:

1) Disposition and human nature that requires encouragement, stimulation from his fellow man.

2) The nature of learning change as a process and effort and in dire need of encouragement, encouragement can occur through challenges or punishments, as well as through praise and rewards.

3) The best teaching method for any occasion and type of learning activity. If there are students who are not passionate about learning, educators should try to find other methods to raise students' enthusiasm in learning..

In addition, the importance of learning motivation to encourage students to have a desire and desire to succeed in their goals, have honesty and confidence in learning, also have hopes and ideals as the main goals in their learning success, perseverance and discipline as a support in learning so as not to despair quickly. To support success in motivating students in learning it is important to pay attention to the environment, learning motivation will grow if it has a conducive environment, as well as interesting learning activities and

also awards as a form of appreciation of the success they have achieved in learning. Therefore, learning motivation is very important for a student in supporting his desired goals.

3. **Reading Intensity**

   a. **Understanding Reading Intensity**

   Intensity is the state of its level or measure of intensity. Intense i.e. great or very powerful (about strength, effect. and so on), high about quality, bubbly, passionate, fiery, blazing (about feelings), very emotional (about people) (Nurazizah, 2016: 1.164). It can be concluded that intensity is the high or low or frequent whether a person does activities. Reading is a process that is carried out and used by readers to obtain the message to be conveyed by the author through the medium of words or written language (Tarigan, 2008: 7). So it can be interpreted that the intensity of reading is whether or not a person often does reading activities.

   The intensity of reading is essentially that a person is able to read effectively. The influence of the environment and the high and low reading habits in the student greatly influence the motivation he obtains. Reading habits are a product of learning. Reading is not instinctive. Therefore, reading can be learned, and the ability to remember it can be improved.

   Leonhardt (in Nurazizah, 2016: 1.164) states that children who like to read will gain a sense of written language which then flows into the writing they have written. The author will read the work of other authors to obtain ideas and information, find, clarify and solve problems, as well as learn how the

author presents and packages his writing. Intense reading will improve information and word mastery. That is, a person who has a high intensity of reading will have a wider range of information or mastery of words he has.

Based on the explanation above, it can be concluded that the intensity of reading is an activity that is carried out continuously if there is pleasure in carrying out activities. In carrying out an activity, it can be calculated by the low or frequent height of a person in carrying out an activity that he likes or does not like. Especially in reading, the intensity in reading is whether or not it is often or habitually in reading. High in the intensity of reading, the more often a person performs membca activities.

b. **Intense Reading Goals**

The main purpose of intense reading is to search for and obtain information, cover the content, understand the meaning of the reading. Meaning is very close to the purpose and purpose, intensive in reading. Here are the various purposes of intense reading according to Nurhadi (2016: 3):

1) Want to understand in detail and thoroughly the contents of the book

2) Can find key ideas quickly

3) Can enjoy works of fiction

4) To get information about something

5) Can know the meaning of a difficult word

6) Can know the important events that happened

7) To get information from various sources

On the other hand, the purpose of intense reading will be able to provide motivation to the reader and direct the reader to be able to think critically so that they can get satisfaction in understanding the content of the short story. In addition, reading also provides a purpose so that readers can enjoy the written work and can find important information in the reading.

In essence, the purpose of intense reading depends largely on the situation and type of reading. In this regard, Tarigan (in Rahayu, Yunus, et al, 2016: 156) argues that a reading is closely related to one's intent, purpose or intensiveness in reading:

1) Read to obtain details or facts.

2) Reading to acquire ideas.

3) Read to know the order or organization of stories.

4) Read to conclude or read inference.

5) Read to group or critique

6) Read to rate or evaluate.

7) Read to compare or challenge.

It is still about the purpose of intense reading in general for entertainment, to seek information, and to understand more deeply the content of the story that has been read. In addition, reading also needs to meet intellectual, spiritual and personal development demands, besides that it is also useful to fill free time.

Based on the explanation above, each reading goal has a different reading pattern. Reading short stories or comics that aim to find entertainment,

will be different from reading scientific books that aim to understand more deeply. By knowing the purpose of reading, a person can orient themselves in reading, so that limited time, thoughts, and energy can be utilized effectively and efficiently.

c. **Reading Intensity Indicator**

Reading intensity has several indicators to support the ability to understand reading, namely:

1) Reading frequency.

Reading frequency is the frequency and time a person uses to read. Frequency is also an aspect of how often a student performs activities in reading. A student if he has often done reading activities, students will always try to get reading material and then read it on their own consciousness.

2) Interest in reading.

According to Reder (in Rahayu, Yunus, and Asep, 2016: 158) interest has engagements related to attention, curiosity, motivation, focus, goal direction, awareness, and desire. In the same book according to Paul A Witty the interest in reading is a character derived from experience that forces a person to seek understanding, information and experiences in the content of the reading. There are several factors that can encourage the rise of interest in reading, namely:

a) High curiosity in reading activities.

b) The state of an adequate physical environment, in the sense of the availability of interesting, quality and diverse reading materials.

c) The state of a conducive social environment, in the sense of taking advantage of the time to read.

d) Principled that reading is a spiritual necessity.

So, the developed interest in reading can be used as a basis for the development of reading intensity. The development of reading intensity is certainly very dependent on the availability of adequate reading materials and an adequate and conducive environment.

3) Sincerity in reading.

In reading to be able to understand the content in the reading that has been read, a student apart from motivation as a driver and and interest, a student must also have earnestness in reading. Because in the sincerity that students have, they are also able to encourage them to know more about things that need to be considered in understanding a reading such as: vocabulary, understanding meaning, creative critical understanding that needs to be developed and understood in reading. Therefore, the sincerity contained in students has an important role to be able to understand more thoroughly the content of the readings they have read.

4) Reading motivation.

Learning motivation is also the overall driving force that exists in a person (student) that gives rise to learning activities and gives direction in student learning activities to achieve the goals desired by the student

concerned as a learning subject (Fathurrohman and Sulistyorini, 2012: 143). In learning activities, it really requires strong motivation to be able to achieve success in learning. Therefore learning motivation is very important to instill in students. A student who has had a strong motivation can be seen from the characteristics of learning motivation that exists in the student. According to Rohmah (2017: 249) these characteristics such as:

a) Perseverance in learning or facing tasks.

b) Tenacious in the face of difficulties (not despair).

c) Shows interest in reading to obtain information in reading.

d) Love to work independently.

e) Always find out other information if you are tired of routine tasks.

f) Confident in all his opinions.

If a student already has these characteristics, it means that a student has been motivated quite strongly. Because learning activities in understanding readings that have been read will be successful if students are diligent in reading and tenacious in understanding the content of readings that have been read, as well as high curiosity about the information contained in their readings.

B. REVIEW OF PREVIOUS RESEARCH RESULTS

Relevant research that has been conducted by Dewi Purnamasari (2013) entitled The Relationship Between Reading Habits and Reading Comprehension of Grade VIII Junior High School Students in Kalasan Sleman District. The study examined how reading habits with reading

comprehension from students of SMP Class VIII in Kalasan Sleman District.

The research conducted by Dewi uses quantitative methods. This type of research is a correlational research model. In this model it is used to find out whether or not there is a relationship between her variables. This study aims to determine the relationship between reading habits and reading comprehension of grade VIII junior high school students in Kalasan Sleman District. From this study, Dewi showed that the level of habit of grade VIII junior high school students in Kalasan Sleman Subdistrict is moderate. This category is indicated in the result of the calculation of the interval 68.101 with the sum of absolute frequency 217 and relative frequency 77.8%.This shows that the level of reading habits of students has not obtained maximum results. Meanwhile, at the reading comprehension level, grade VIII junior high school students in Kalasan Sleman District are also categorized as moderate. This category is shown from the calculation results to be at intervals of 9-17 with an absolute frequency of 149 and a relative frequency of 57%. With this, the level of reading comprehension in students has not been maximized. Therefore, the frequency that has not been met, there is a significant relationship between habits and reading comprehension.

The similarity of the research conducted with the research conducted by Dewi Purnamasari is that they both assess how the ability to comprehend reading from reading habits or intensity in reading. The types of research conducted and the research conducted by Dewi also use the type of

correlation research. The research was conducted using a population of several classes from class VII of SMP N 1 Bendosari, while Dewi's research referred to class VIII students in Kalasan Sleman District.

The second research that is considered relevant is research from Nurul and Fiki entitled The Relationship Between Learning Motivation and Reading Comprehension Ability of Class V students of Madrasah Ibtidaiyah Negeri 2 Bandar Lampung in 2016/2017. The study examined the relationship between learning motivation and reading comprehension ability of Class V students of Madrasah Ibtidaiyah Negeri 2 Bandar Lampung in 2016/2017.

The research conducted by Nurul and Fiki used quantitative methods. This type of research is a correlational research model. In this model it is used to find out whether or not there is a relationship between her variables. This study aims to determine the relationship between learning motivation and the ability to read comprehension. From this research, Nurul and Fiki stated that the higher the student's learning motivation, the better the student's reading comprehension ability in reading. Likewise, the lower the motivation to learn, the lower the ability to read students' comprehension in reading. This is shown by Nurul and Fiki from the results of calculations that have been carried out with the results of the Hypothesis (Ho) rejected and the hypothesis (Ha) accepted. This means that the degree of correlation between learning motivation and reading comprehension ability of Class V students of Madrasah Ibtidaiyah Negeri 2

Bandar Lampung in 2016/2017 is included in the strong category. That is with an effective contribution of 42.6%.

The similarity of the research conducted with the research conducted by Nurul and Fiki is that they both examine how motivation to learn about the ability to read comprehension in reading and understand the content in reading that has been read. The types of research conducted and the research conducted by Nurul and Fiki also both use the type of correlation research. The research was conducted using a population of several classes from class VII of SMP N 1 Bendosari, while Dewi's research referred to students of class V MIN 2 Bandar Lampung.

C. RATIONALE

Based on the study of several theories with research variables (reading intensity and learning motivation as independent variables) and the ability to understand the content of short stories as dependent variables, a research framework can be compiled as follows:

1. The relationship between reading intensity and the ability to understand the content of short stories.

   As part of language activities, to be able to measure the ability to understand the content of short stories is closely related to thinking activities. The two complement each other. Both are interconnected activities in comprehension of reading content (short stories). With the intensity of reading someone will more easily understand the content of the reading process, or in the level of ability to understand the content of short

stories, because often someone reads it will be easier to find the essence of the content and understanding obtained in the reading read next, and accompanied by evidence, relevant facts are processed precisely, deeply, and wisely in understanding the content of the reading.

Diligent in reading can develop high reading intensity and can more easily understand the content of reading that has been read. To improve the ability to understand reading content, it is necessary to have reading intensity to be able to digest the content of the reading he has read. A person can understand the content of the reading by repeating or reading carefully the content of the reading he has read, especially in reading short stories. This short story is an interesting reading in the form of a story. More to an interesting story, someone will prefer to read and there is a curiosity about the content in the short story. This curiosity will support the intensity of reading in students.

The ability to understand the content of short stories is closely related to reading intensity, because there are reading intensity factors that affect the ability to understand the content of short stories such as: language skills possessed by students to be able to understand the content of short stories and experiences related to reading knowledge that students already have. Language skills and the experience and knowledge possessed by these students are factors of reading intensity to support the ability to understand the content of short stories. So researchers suspect there is a significant

relationship between the intensity of reading and the ability to understand the content of short stories.

2. The Relationship between Reading Motivation and the Ability to Understand Short Story Content.

Motivation is one of the factors that come from outside and within students that can affect understanding in learning. Motivation is the driving force for every student in carrying out activities or study habits. Reading motivation makes a person become passionate and directed in achieving the desired goals. The ability to understand the content of a short story is the ability to understand the idea or content of the express or implied message that the author wants to convey through the short story text.

The ability to understand the content of short stories is closely related to learning motivation. The higher the motivation to read students, the better the ability to understand the content of reading, especially in short stories. Vice versa, the lower the motivation, the lower the ability to understand the content of the reading. This is based on learning motivation factors that affect the ability to understand the content of short stories such as: intellectual factors, success in an ability basically cannot be achieved without being based on intellectual and can master the perceived environment through learning motivation, Thus, the ability to understand the content of short stories will be good if students have high learning motivation; psychological factors, are interests or preferences possessed by students to support the goals they want driven by the motivation that exists

in students; Environmental factors, good environmental association also strengthen the enthusiasm and motivation to learn in students. So researchers suspect there is a significant relationship between reading motivation and the ability to understand the content of short stories.

3. The Relationship between Reading Intensity and Reading Motivation with the Ability to Understand Short Story Content.

Intensity is a kepan, an activity that is carried out continuously repeatedly. In addition to the intensity of routine behavior which means someone who has high spirits, then he will do routine actions happily, which in this intensity is related to reading activities. The intensity of reading is a factor that affects the ability to understand the content of short stories, from the factors of knowledge and experience that exist in students as well as the factor of language skills that have been possessed by students to understand the content of the short stories they have read.

Apart from the intensity of reading, there is also learning motivation which is a factor in the ability to understand the content of short stories. Learning motivation is the basic drive that moves a person to the spirit of learning. From learning motivation to intellectual factors that are very influential for the ability to understand the content of short stories, psychological factors based on the interests that exist in students, and environmental factors that support students in the ability to understand the content of short stories.

The ability to understand the content of short stories is supported by reading intensity and learning motivation. Therefore, researchers suspect a significant relationship between reading intensity and learning motivation on the ability to understand the content of short stories in students.

D. **HIPOTESIS**

Hypothesis is a temporary answer to the formulation of a research problem, where the formulation of the problem has been expressed in the form of a question sentence. A hypothesis is a provisional answer to a problem statement that is based on a relevant theory and is still being tested for correctness about the relationship between variables in the problem. The hypotheses proposed by the researchers are:

Ha_1 = There is a positive and significant relationship between reading intensity and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari.

Ha_2 = There is a positive and significant relationship between learning motivation and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari.

$Ha_{1,2}$ = There is a positive and significant relationship together between reading intensity and learning motivation with the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari.

CHAPTER III
RESEARCH METHODOLOGY

A. Researh Design

This research uses quantitative methods with a correlational type. According to Darmawan (2014: 37) quantitative method is a way to gain knowledge that uses data in the form of numbers as a tool to find information about what we want to know. The quantitative method is a traditional method, because the method has been used for a long time so that it has become a tradition as a method for research. Thus, the quantitative method is a method based on the philosophy of positivism and is used to examine certain populations or samples with the aim of testing established hypotheses (Sugiyono, 2014: 11).

According to Purwanto (2008: 288) correlation research is a study that relates between one or more variables in a single unit. According to Arikunto (2013: 8) correlational research is a study to determine the relationship between two variables or several variables. Then Dantes (2012: 73) added correlation research is used to generate hypotheses, measure a number of variables and calculate the correlation coefficient between variables. Furthermore, Sugiyono (2014: 121) added that the correlational method is a method to find out the relationship between two variables, namely independent variapel (free) and dependent variables (bound).

Based on some of these explanations, it can be concluded that the correlational type is the type used to generate the initial hypothesis and find out the relationship between the variables studied. This study uses a double correlation that shows the direction and strength of the relationship between

two variables and the other variables. This correlation method is used to determine the relationship between independent variables, namely the ability to understand the content of short stories (Y), and two free variables, namely reading intensity (X1) and learning motivation (X2) in grade VII students of SMP N 1 Bendosari Sukoharjo. The design in this study can be seen as follows.
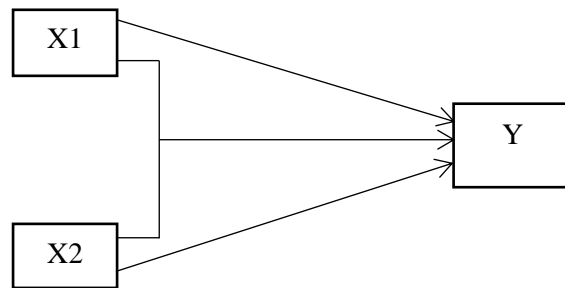
Gambar 3.1 Desain Penelitian

B. Research Setting

4. **Place of Research**

   This research took place at SMP N 1 Bendosari which located on Jl. Dr Muwardi No. 1, Pojok, Mulur, Bendosari district, Sukoharjo Regency, central java.

5. **Time of Research**

   To do research at SMP N 1 Bendosari, the researcher conducted the research in March. The research timeline can be seen as follows:

Table 3. 2 Research Timeline In 2023

No	Activity	Jun	Jul	Aug	Sept	Nov

No.			√						
1.	Proposal Seminar		√						
2.	Data Collection								
3.	Data Analysis								
4.	Thesis Exam								

C. **Population, Sampling and Sample**.

1. Population

    The population is a collection of all units that has the characteristics of the variables studied (Shukla, 2020:4). The population of this research is students in the seven grade of SMP N 1 Bendosari. The seventh grade consists of 10 classes and each consists of 30 students in each class. The total number of students is 300 students, which means that the population is 300.

2. Sampling

    According to Arikunto (2010: 182) probability sampling is a sampling technique that provides equal opportunities to the population to take several samples. This sampling technique provides equal opportunities for all grade VII students of SMP N 1 Bendosari to be sampled. Sampling with proportionate stratified random then for each class is sampled with the following formula and results:

    $n_i = \frac{N_i}{N} \times n$

    Information:

n_i= Number of samples by all

N_i= Number of populations by stratum

N= Total population

n = the total number of samples.

4. Table 3.3

5. Sampling technique of grade VII students of SMP N 1 Bedosari

No	Class	Number of Students	Sample calculation
1.	A	30	$^{30}/_{300}$ x 172 = 17.2
2.	B	30	$^{30}/_{300}$ x 172 = 17.2
3.	C	30	$^{30}/_{300}$ x 172 = 17.2
4.	D	30	$^{30}/_{300}$ x 172 = 17.2
5.	E	30	$^{30}/_{300}$ x 172 = 17.2
6.	F	30	$^{30}/_{300}$ x 172 = 17.2
7.	G	30	$^{30}/_{300}$ x 172 = 17.2
8.	H	30	$^{30}/_{300}$ x 172 = 17.2
9.	I	30	$^{30}/_{300}$ x 172 = 17.2
10.	J	30	$^{30}/_{300}$ x 172 = 17.2
Total			172

3. Sample

According to Dantes (2012: 38) the sample is representative of a population. The use of samples in a study is due to considerations of time efficiency, energy that must be spent without curating the accuracy of conclusions. Then Arikunto (2002: 112) added for a small amount of ancer-ancer, when the subject is less than 100 it is better to take all.

However, if the subject is more than 100, it can be taken between 10-15% or 20-25% or more depending on at least 3 things, namely a) the ability of the researcher in terms of time and energy, b) the narrowness or breadth of the observation area of each subject and c) the size of the risk borne by the researcher. The determination of the number of samples is carried out using the following formula (Riduwan, 2004: 65):

$$N = \frac{N}{N.d^2 + 1}$$

Information:

n = Number of samples

N = Number of population

d = significance level (5%)

$$N = \frac{N}{N.d^2 + 1}$$

$$= \frac{300}{300.(0.05)^2 + 1}$$

$$= \frac{300}{0,75 + 1}$$

$$= 171.428571429 = 172$$

Based on the calculation above, from a population of 300 students, a sample of 171.428571429 was obtained and rounded, so that the sample used in this study was 172 students.

D. Techniques of Collecting the Data

In an effort to accelerate the collection of data and to achieve the desired goal satisfactorily, researchers use data collection techniques that are in accordance with the variables studied by the researcher. This study uses two techniques, namely tests and questionnaires which will be discussed further as follows:

1. Test method

    According to Dantes (2012: 103) explained that the test is a value on student learning outcomes or students based on actions and activities that can be accounted for. Then Arikunto (2013: 266) explained that the test is a series of questions or exercises used to measure the level of understanding, knowledge, ability or talent possessed by individuals or groups. In addition, Mahmud (2011: 185) Adding a test is a series of questions or other tools used to measure the knowledge and intelligence of an individual or group. Based on some of these opinions, it can be concluded that the data collection instrument with tests is a way to provide values based on the skills, knowledge, abilities, or talents possessed by an individual.

    In this study, the test method was used to find out and take data regarding the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari Sukoharjo. The form of test used in this variable is an essay test to obtain data on the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari Sukoharjo.

2. Questionnaire

    Questionnaires or questionnaires are indirect techniques or data collection or researchers do not meet directly with respondents. Riduwan (2015: 25) suggests that questionnaires are a collection of questions given to others according to the author's request. According to Sudjana (2005: 8) questionnaire is a method used for data collection using a list of

contents or a list of questions that have been prepared and compiled so that respondents just mark or fill it in easily and quickly.

In line with this, Sugiyono (2009: 142) makes questionnaires usually contain questions in the form of choices, so respondents only need to add that questionnaires are data collection techniques for choosing answers by crossing out or affixing cetangles. Based on this study, questionnaires were used by researchers to collect data on reading intensity and learning motivation in grade VII students of SMP N 1 Bendosari.

E. Reserch Instrument

Research instrument is a device used by researcher to get a better result (Arikunto, 2002:136). The instrument of research has many variations according to the needs of the researcher. The instrument that chosen must be in accordance with the form of research to be carried out. The form of the instrument can be in the form of a questionnaire, form of test and document analysis. Based on this operational definition, the variables of reading intensity and learning motivation can be measured through questionnaires while the variable of ability to understand the content of short stories is measured through the test method. Preparation of questionnaires based on pre-arranged grids. The lattice was developed based on the theoretical foundation that supports this research. This study will present a grid of instruments for each variable equipped with the scoring of each variable. Here's a grid of instruments for learning motivation variables.

Tabel 3.4

Research Instrument of Learning Motivation

No	Variable	Indicators	Number		Total
			Positif	Negatif	
1.	Learning Motivation	1. Have a passion and desire to succeed	1, 11, 21	2, 22, 32	6
		2. There is enthusiasm and confidence in learning	12, 24, 36	8, 16, 23	6
		3. Have hopes and aspirations for the future	3, 13, 33	7, 17, 27	6
		4. Diligent and disciplined in learning	10, 20, 30	19, 29, 39	6
		5. Have a conducive learning environment	15, 25, 35	6, 38, 41	6
		6. There are interesting activities in learning	4, 14, 42, 47	9, 18, 37	7
		7. There is an appreciation in learning	5, 26, 34, 50	28, 31, 40	7
		8. There is encouragement and need in learning	43, 44, 48	45, 46, 49	6
Total					50

Tabel 3.5

Research Instrument of Reading Intensity

No	Variable	Dimension	Indicators	Number	Total
1.	Reading Intensity	Attention	Frequency of reading short stories	2, 3, 20	3
			Summarize or underline when you're done reading	4, 7, 15, 21, 23	5

			Remember readings you've read	9, 26	2
		Duration	Regression	1, 8, 19, 25	4
			See	27, 5,6, 13	4
			Vocalization	22, 30, 14	3
		Feeling	Feelings of pleasure towards literary readings, especially short stories	16, 29, 10, 18, 28	5
			Interest and satisfaction after reading literature, especially short stories	11, 12, 17, 24	4
			Desire to read short stories	31,33, 41, 45	4
		Respon	Understand the content of short stories	35, 36, 40, 42, 46, 47	6
			Find problems and take solutions to them	32, 34, 39, 44,	4
			Taking benefits after reading	37, 38, 43, 48, 49, 50	6
Total					50

Efforts to facilitate data processing can use a scoring system for respondents' answers. This trial is based on the data collection technique of each variable. So that the selected variable does not use the same trial. Learning motivation variables using written techniques through questionnaires. The questionnaire method has several scoring rules as follows:

1. For positive items

   a. Response always (SL) is scored 5

   b. Frequent response (SR) is scored 4

   c. Response sometimes (KK) is given a score of 3

   d. Infrequent response (JR) is scored 2

   e. Response never (TP) is scored 1

2. For negative items

   a. Response always (SL) is scored 1

   b. Frequent response (SR) is given a score of 2

   c. Response sometimes (KK) is given a score of 3

   d. Infrequent response (JR) scored 4

   e. Response never (TP) is scored 5

Tabel 3.6

Research Instrument of Ability to Understand Short Story Content

Variable	Development Standards	Indicators	Descriptors	Question Point
Ability to understand the content of short stories	Appreciate the content in the short story after reading	Understand the building blocks of a short story	1. Determine the intrinsic elements in the short story (theme, plot, setting, characters, characterization) 2. Determine extrinsic elements in short	1,2

			stories (community background, author background)	
		Understand the language rules of short stories	1. Determining the language of short stories (adjectives, adverbs, direct and indirect sentences, connotational style)	3
		Conclusion, capturing the content of the short story both implied and expressed (facts and opinions)	1. Explain the message contained in the short story 2. Give an opinion on the short story that has been read 3. Showing cause and effect in the short story read	4,5,6
		Understand the information contained in the short story.	1. Understand the structure present in the short story (abstract, orientation, complications, evaluation, resolution, code)	7

		Appreciate the content of short stories that have been read.	1. Retell content you've read	8

F. Data Validation

The quantitative research quality is seen from the validity and reliability. Validation and reliability will show that the data to be processed really deserves further analysis.

1. Validity of the Instrument

Validity is an attempt to determine the extent to which an instrument measures what it claims to measure (Ary et al., 2010:225). Briefly, validity is measure what is intended to be measure. In this study, to collect data, the research conducted a try out to determine the validity of the questions given. To know the validity of data instrument, researcher used Bivariate Pearson Correlation with SPSS 25. This analysis is done by correlating each item with a total score. The total score in question is the sum of all items. The correlate items indicate that these items are valid to be used as research instrument.

To check the validity of the instrument, student representatives are needed. In this study, one class non-sample was randomly selected to answer the questions that had been provided. The criteria of validity Instrument of grammatical competence becomes valid if $r_{obtained} > r_{table}$ and it becomes invalid if $r_{obtained} < r_{table}$. The validity of instrument can be seen in the table below.

Tabel 3.8

Validity of Reading Intensity

Item	$r_{obtained}$	r_{table}	Result
1	0.634	0.291	V
2	0.614	0.291	V
3	0.685	0.291	V
4	0.430	0.291	V
5	-0.216	0.291	T
6	-0.297	0.291	T
7	0.373	0.291	V
8	0.273	0.291	T
9	0.699	0.291	V
10	0.597	0.291	V
11	0.754	0.291	V
12	0.604	0.291	V
13	0.718	0.291	V
14	0.530	0.291	V
15	0.476	0.291	V
16	0.697	0.291	V
17	0.320	0.291	V
18	0.373	0.291	V
19	0.717	0.291	V
20	0.540	0.291	V
21	0.516	0.291	V
22	0.582	0.291	V
23	0.708	0.291	V
24	0.666	0.291	V
25	0.651	0.291	V
26	0.709	0.291	V
27	0.646	0.291	V
28	0.631	0.291	V
29	0.695	0.291	V
30	0.424	0.291	V
31	0.578	0.291	V
32	0.610	0.291	V
33	0.539	0.291	V
34	0.039	0.291	T
35	0.761	0.291	V
36	0.595	0.291	V
37	0.662	0.291	V
38	0.498	0.291	V

39	0.738	0.291	V
40	0.411	0.291	V
41	0.659	0.291	V
42	0.621	0.291	V
43	0.601	0.291	V
44	0.620	0.291	V
45	0.584	0.291	V
46	0.523	0.291	V
47	0.442	0.291	V
48	0.562	0.291	V
49	0.510	0.291	V
50	0.529	0.291	V

G. Techniques of Analyzing the Data

Data analysis techniques are used to prove the correctness of provisional hypotheses or conjectures.

1. Unit Analysis

Unit analysis is a description of data obtained from each variable studied. This includes several techniques :

a. Mean

Mean is a group explanation technique based on the average value of each variable, namely reading intensity, learning motivation and the ability to understand the content of short stories (Sugiyono, 2014: 49)

$$\text{Me} = \frac{\sum f_i x_i}{\sum f_i}$$

Me = mean

$\sum f_i$ = Amount of Data/Sample

x_i = data - i

$f_i x_i$ = Product of multiplication between f_i on each data interval class with class marks (x_i)

b. Median

      Median is a group explanation technique based on the middle value of the number series or group chosen by the researcher. The series of numbers processed by researchers are usually sorted from the smallest to the largest (Sugiyono, 2014: 48).

$$\text{Md} = \text{b} + \text{p}\left(\frac{\frac{1}{2}n - F}{f}\right)$$

Md = median

b = the lower limit on which the median is located

p = View interval classes with the most frequency

n = Lots of data

F = sum of all frequencies before median

f = Median class frequency

c. Modus

Modus is a group explanation technique based on values that often arise from a series of numbers or groups of numbers that have been selected by researchers. The calculation of the modus is carried out by the following formula (Sugiyono, 2014: 47).

$$Mo = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

Mo = modus

b = Limit of interval classes with the most frequency

p = Interval class length with the most frequency

b1 = The frequency in the mode class (the frequency in most classes) minus the frequency of the interval class closest before

b2 = The frequency class of the mode minus the frequency of the next interval class.

2. Prerquisite tests

Before using pearson correlation to find the relationship between the two variales, there are prerequisite tests that must be met :

a. Normality test

The Normality Test is used to test the distribution of variables in each study whether they are normally distributed or not. Normality testing in this study used Chi Squared

(χ^2). $\chi^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$

Information:

$\chi^2 = Chi\ Kuadrat$

f_o = Observed frequency

f_h = Expected frequency

In this case the observed frequency must be equal to the expected frequency. So, for this model the degrees of freedom (dk) = 1. By dk = 1 and error rate 5% then the price of Chi Squared table = 11,071. According to the conditions if the calculated Chi Squared price is less than or equal to the table Chi Squared price χ^2, Then the distribution of data is declared normal and if greater is declared abnormal.

3. Hipotesis

Data analysis or data processing is the next step after the data is collected. Data analysis in each study will be different because it is influenced by the variables chosen by researchers. In this study, the variables chosen were reading intensity (X1), learning motivation (X2) and the ability to understand the content of short stories (Y).

According to Sugiyono (2009: 182) correlation techniques are used in the relationship hypothesis (associative). The correlation technique is divided into several parts that are used based on the type of data to be correlated and the number of variables to be correlated. This study consists of two independent variables, namely reading intensity and learning motivation and one dependent variable, namely the ability to understand the content of short stories. Based on the variables chosen, the form of hypothesis testing to be tested in this study is as follows:

Ho   : There was no positive relationship between reading intensity and the ability to understand the content of short stories.

Ha   : There is a positive relationship between the intensity of reading and the ability to understand the content of short stories.

Ho   : There is no positive relationship between learning motivation and the ability to understand the content of short stories.

Ha   : There is a positive relationship between learning motivation and the ability to understand the content of short stories.

Ho   : There was no positive relationship between reading intensity and learning motivation with the ability to understand the content of short stories.

Ha   : There is a positive relationship between reading intensity and learning motivation with the ability to understand the content of short stories.

After knowing the hypothesis of the selected variable, then procure hypothesis testing. Hypothesis testing is carried out to prove how the presumption of hypotheses and hypotheses has been done. In this study, hypothesis testing was carried out through three steps using the formula *poduct moment.*

CHAPTER IV

RESULTS OF RESEARCH AND DISCUSSION

A. **Data Description**

Based on the results of the research that has been done, the results of the study are presented in the form of presenting data in accordance with the results of measurements that have been carried out previously. This research was realized because the sample used by respondents to take data on reading intensity (X_1), Learning Motivation (X_2), and the ability to understand the content of short stories (Y). For the presentation of data from each variable can be seen in the following description:

1. Reading Intensity

After the questionnaire was collected and processed, data on student reading intensity were obtained as follows:

Table 4.1

Frequency Distribution of Reading Intensity

No	Interval	Fi	%	Category	
1	88 - 102	6	3,49%		
2	103 - 117	13	7,56%	23,84%	Low
3	118 - 132	22	12,79%		
4	133 - 147	26	15,12%		
5	148 - 162	46	26,74%	62,21%	Medium
6	163 - 177	35	20,35%		
7	178 - 192	17	9,88%		
8	193 - 207	4	2,33%	13,95%	High
9	208 - 223	3	1,74%		
Sum		172	100,00%		

From the table, it is known that the reading intensity of grade VII students of SMP N 1 Bendosari in the interval 88 - 102 as many as 6 students (3.49%), interval 103 -117 as many as 13 students (7.56%), interval 118 - 132 as many as 22 students (12.79%), interval 133 - 147 as many as 26 students (15.12%), interval 148 - 162 as many as 46 students (26.74%), interval 163 - 177 as many as 35 students (20.35%), Interval 178 – 192 as many as 17 students (9.88%), interval 193 – 207 as many as 4 students (2.33%), interval 208 – 223 as many as 3 students (1.74%). For more details can be seen in the bar dang circle chart below:

Picture 4.1

Reading Intensity Bar Chart
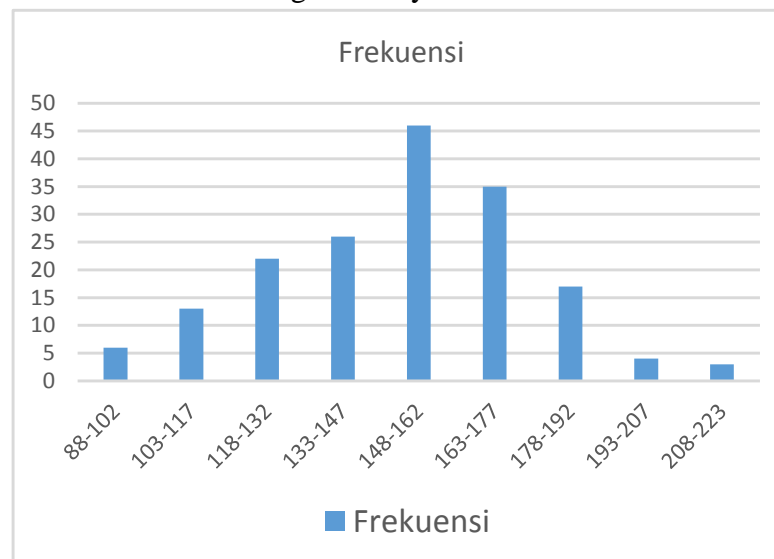
Picture 4.2

Reading Intensity Pie Chart

Presentase

13,95% high

23,48% low

62,21% medium

■ 41 ■ 107 ■ 24
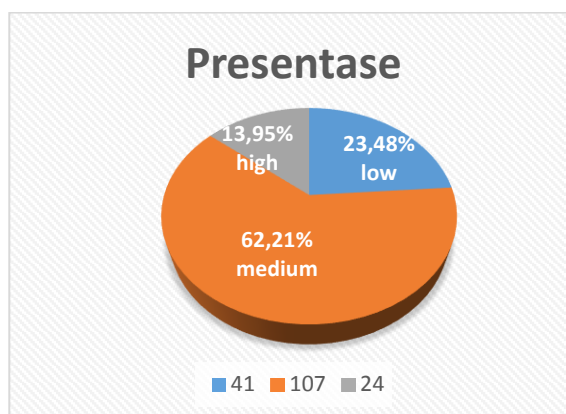
Based on the diagram above, it can be seen that the reading intensity data with low criteria was 41 students (23.84%), medium criteria were 107 students (62.21%), and high criteria were 24 students (13.95%).

Table 4.2

Reading Intensity Unit Analysis Help

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat
1	88	-	102	6	6	95	570	
2	103	-	117	13	19	110	1430	
3	118	-	132	22	41	125	2750	
4	133	-	147	26	67	140	3640	
5	148	-	162	46	113	155	7130	151,5291
6	163	-	177	35	148	170	5950	
7	178	-	192	17	165	185	3145	
8	193	-	207	4	169	200	800	
9	208	-	223	3	172	216	648	
	Sum			172			26063	

Based on the results of data processing carried out using *Microsoft Excel*,

the mean or average is 151.5291, the median or middle value is 154, the mode

or value that often appears is 157.178, and the standard deviation or standard deviation is 3.759.

2. Learning Motivation

After the questionnaire was collected and processed, data on student learning motivation were obtained, the results obtained were as follows:

Table 4.3

Frequency Distribution of Learning Motivation

No	Interval			Fi	%	Category	
1	87	-	94	15	8.72%	34.30%	Low
2	95	-	102	17	9.88%		
3	103	-	110	27	15.70%		
4	111	-	118	36	20.93%	51.16%	Medium
5	119	-	126	35	20.35%		
6	127	-	134	17	9.88%		
7	135	-	142	15	8.72%	14.53%	High
8	143	-	150	7	4.07%		
9	151	-	159	3	1.74%		
	Sum			172	100.00%		

From the table, it is known that the learning motivation of grade VII students of SMP N 1 Bendosari in the interval 87 - 94 as many as 15 students (8.72%), interval 95-102 as many as 17 students (9.88%), interval 103 - 110 as many as 27 students (15.70%), interval 111 - 118 as many as 36 students (20.93%), interval 119 - 126 as many as 35 students (20.35%), interval 127 - 134 as many as 17 students (9.88%), Interval 135 – 142 as many as 15 students (8.72%), interval 143 – 150 as many as 7 students (4.07%), interval 151 – 159 as many as 3 students (1.74%). For more details can be seen in the bar dang circle chart below:

Picture 4.3

Learning Motivation Bar Chart
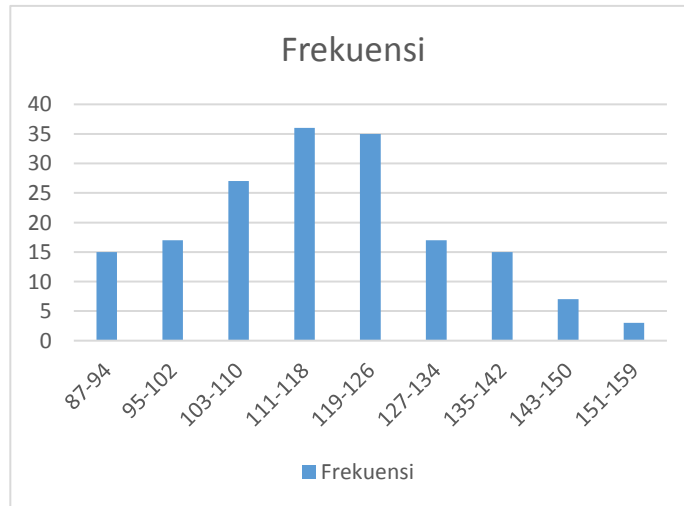
Picture 4.4

Learning Motivation Pie Chart
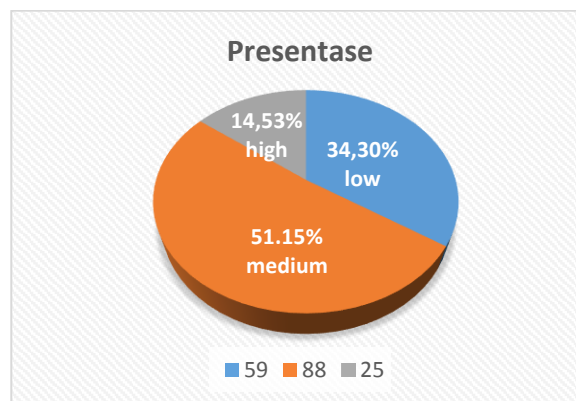
Based on the diagram above, it can be seen that the data on learning motivation with low criteria was 59 students (34.30%), medium criteria were 88 students (51.16%), and high criteria were 25 students (14.53%).

Table 4.4

Learning Motivation Unit Analysis Help

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat
1	87	-	94	15	21	91	1365	
2	95	-	102	17	38	99	1683	
3	103	-	110	27	65	107	2889	
4	111	-	118	36	97	115	4140	
5	119	-	126	35	130	123	4305	117.372093
6	127	-	134	17	147	131	2227	
7	135	-	142	15	162	139	2085	
8	143	-	150	7	169	147	1029	
9	151	-	159	3	172	155	465	
	Sum			172			20188	

Based on the results of data processing carried out using Microsoft Excel, the mean or average is 117.3721, the median or middle value is 115, the mode or value that often appears is 117.7, and the standard deviation or standard deviation is 15.430.

3. Ability to Understad Short Story Content

After the questionnaire was collected and processed, data on the ability to understand the content of students' short stories were obtained as follows:

Table 4.5

Frequency Distribution The Ability to Understand the Content of Short Stories

No	Interval			Fi	%	Category	
1	14	-	16	4	2.33%		
2	17	-	19	6	3.49%	26.16%	Low
3	20	-	22	35	20.35%		
4	23	-	25	46	26.74%		
5	26	-	28	40	23.26%	65.12%	Medium
6	29	-	31	26	15.12%		
7	32	-	34	8	4.65%		
8	35	-	37	5	2.91%	8.72%	High
9	38	-	40	2	1.16%		
	Sum			172	100.00%		

From the table, it is known that the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari at intervals 14-16 as many as 4 students (2.33%), intervals 17-19 as many as 6 students (3.49%), intervals 20-22 as many as 35 students (20.35%), intervals 23-25 as many as 46 students (26.74%), intervals 26-28 as many as 40 students (23.26%), intervals 29-31 as many as 26 students (15.12%), The interval 32–34 was 8 students (4.65%), the interval 35–37 was 5 students (2.91%), the interval 38–40 was 2 students (1.16%). For more details can be seen in the bar dang circle chart below:

Picture 4.5

Bar Chart The Ability to Understand the Content of Short Stories
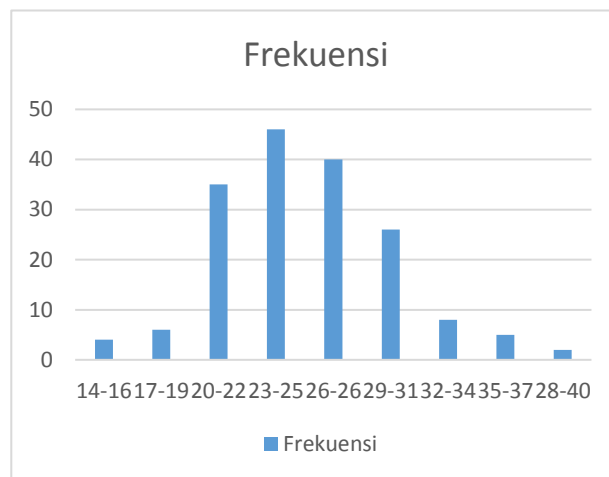
Picture 4.6

Pie Chart The Ability to Understand the Content of Short Stories
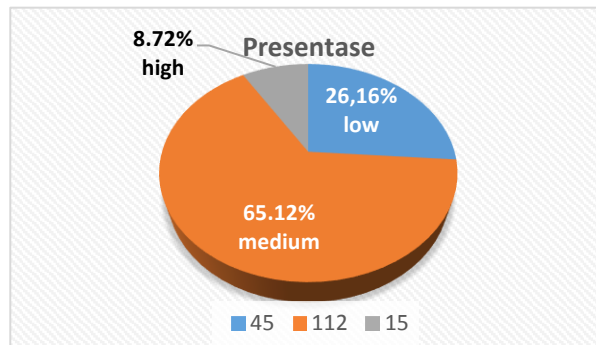
Based on the diagram above, it can be seen that the data on the ability to understand the content of students' short stories with low criteria is 45 students (26.16%), medium criteria are 112 students (65.12%), and high criteria are 15 students (8.72%).

Table 4.6

Unit Analysis Help The ability to understand the content of short stories

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat
1	14	-	16	4	4	15	60	
2	17	-	19	6	10	18	108	
3	20	-	22	35	45	21	735	
4	23	-	25	46	91	24	1104	
5	26	-	28	40	131	27	1080	25.51744
6	29	-	31	26	157	30	780	
7	32	-	34	8	165	33	264	
8	35	-	37	5	170	36	180	
9	38	-	40	2	172	39	78	
Sum				172			4389	

Based on the results of data processing carried out using Microsoft Excel, the mean or average is 25.51744, the median or middle value is 25, the mode or value that often appears is 25, and the standard deviation or standard deviation is 4.558.

B. **Prerequisite tests**

The prerequisite test of analysis in this study is the normality test. The normality test is performed with a chi squared test based on the unit analysis of each variable. The normality test results of each variable are declared normal. On the variable reading intensity is known χ^2 count 7,909, so that χ^2 count $(7,909) \leq \chi^2$ table (11,070) declared normal. On the variable of learning motivation is known χ^2 count 9,192, so that χ^2 count $(9,192) \leq \chi^2$ table (11,070) declared normal. On the variable ability to understand the content of the short story is known χ^2 count 10,517, so that χ^2 count $(10,517) \leq \chi^2$ table (11,070) declared normal.

C. Hypothesis Testing

From the data that has been obtained, namely data on reading intensity, learning motivation, and the ability to understand the content of short stories, the next step is hypothesis testing using *product moments*. This is done to prove the truth of the hypothesis that has been proposed. The use of the product moment formula to prove the hypothesis between variables is as follows:

1. The relationship between reading intensity and the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari.

$$r_{X_1 y} = \frac{N \sum X_1 Y - \sum X_1 \sum Y}{\sqrt{\{N \sum X_1^2 - (\sum X_1)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{172(666662) - (26046)(4401)}{\sqrt{\{(172(4057684)) - (26046)^2\}\{(172(116051)) - (4401)^2\}}}$$

$$= \frac{114665864 - 114628446}{\sqrt{(697921648 - 678394116)(19960772 - 19368801)}}$$

$$= \frac{37418}{\sqrt{(19527532)(591971)}}$$

$$= \frac{37418}{\sqrt{1155973}}$$

$$= \frac{37418}{107516}$$

$$= 0{,}348$$

Based on the calculation of data using product moment, a calculated r value of 0.348 is obtained, then the value is compared with the r value of the table at N with a significant level of 5% of 0.148. So that r count (0.348) > r table (0.148), it can be concluded that there is a relationship between reading intensity and the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari.

2. The relationship between learning motivation and the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari.

$$r_{X_2 y} = \frac{N \sum X_2 Y - \sum X_2 \sum Y}{\sqrt{\{N \sum X_2{}^2 - (\sum X_2)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{172(521019) - (20360)(4401)}{\sqrt{\{(172(2442108)) - (20360)^2\}\{(172(116051)) - (4401)^2\}}}$$

$$= \frac{89615268 - 89604360}{\sqrt{(420042576 - 414529600)(19960772 - 19368801)}}$$

$$= \frac{10908}{\sqrt{(5512976)(591971)}}$$

$$= \frac{10908}{\sqrt{326352}}$$

$$= \frac{10908}{18065}$$

$$= 0{,}604$$

Based on the calculation of data using product moment, a calculated r value of 0.604 is obtained, then the value is compared with the r value of the

table at N with a significant level of 5% of 0.148. So that r count (0.604) > r table (0.148), it can be concluded that there is a relationship between learning motivation and the ability to understand the content of short stories of grade VII SMP N 1 Bendosari students.

3. The relationship between reading intensity and learning motivation of grade VII students of SMP N 1 Bendosari.

$$rx_1x_2 = \frac{n(\sum x_1x_2) - (\sum x_1)(\sum x_2)}{\sqrt{(n(\sum x_1^2) - (\sum x_1)^2)(n(\sum x_2^2) - (\sum x_2)^2)}}$$

$$= \frac{172(3085165) - (26046)(20360)}{\sqrt{(172(4057684) - (26046)^2)(172(2442108) - (20360)^2)}}$$

$$= \frac{530648380 - 530296560}{\sqrt{(697921648 - 678394116)(420042576 - 414529600)}}$$

$$= \frac{351820}{\sqrt{(1927532)(5512976)}}$$

$$= \frac{351820}{\sqrt{1076548}}$$

$$= \frac{351820}{1037568}$$

$$= 0{,}339$$

Based on the calculation of data using the product moment, the calculated r value is 0.339, then the value is compared with the table r value at N with a significant level of 5% of 0.148. So that r count (0.339) > r table (0.148), it can be concluded that there is a relationship between reading intensity and learning motivation of grade VII students of SMP N 1 Bendosari.

4. The relationship between reading intensity and learning motivation with the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari.

$$Rx_1x_2y = \sqrt{\frac{(rx_1y)^2 + (rx_2y)^2 - 2(rx_1y)(rx_2y)(rx_1x_2)}{1 - (rx_1x_2)^2}}$$

$$= \sqrt{\frac{(0,348)^2 + (0,604)^2 - 2(0,348)(0,604)(0,339)}{1 - (-0,339)^2}}$$

$$= \sqrt{\frac{0,121 + 0,365 - 0,143}{1 - 0,339}}$$

$$= \sqrt{\frac{0,343}{0,661}}$$

$$= \sqrt{0,520}$$

$$= 0,721$$

➢ Finding Fh

$$F_h = \frac{\frac{R^2}{k}}{\frac{(1 - R^2)}{(n - k - 1)}}$$

$$= \frac{\frac{0,721^2}{2}}{\frac{(1 - 0,721^2)}{(172 - 2 - 1)}}$$

$$= \frac{\frac{0,520}{2}}{\frac{0,480}{169}}$$

$$= \frac{0,260}{0,003}$$

$$= 9,1483$$

Based on the calculation of data using the product moment, the value of r is calculated and then converted into the formula F. After converting into the formula F, the value is obtained F_h as big as 9,1483 with dk numerator 2 and the denominator dk 169 and a significant rate of 5%. From the calculation above $F_h(9,1483) > F_t(3,06)$It will be stated that the double correlation between the three variables is significant and there is a relationship between reading intensity and learning motivation with the ability to understand the content of short stories.

D. Discussion

This study is a double correlation quantitative study that aims to determine the relationship between reading intensity and learning motivation with the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari. The hypothesis in this study was tested using the *product moment* correlation technique. This study was conducted on 172 grade VII students of SMP N 1 Bendosari.

Based on the results of data analysis, it can be seen that, first, the highest reading intensity score is 223 while the lowest score is 88. Based on unit analysis, it can be seen that the reading intensity variable has an average value of 151.5291. The middle value of the reading intensity variable is 151.695 rounded to 152. The variable mode value of reading intensity is 157.178 and has a standard deviation of 25.813.

Furthermore, based on the results of grade categorization, as many as 41 students (23.49%) were included in the low category. Then, as many as 107

students (62.21%) were included in the medium category. While the remaining 24 students (13.95%) belong to the high category. Thus, it can be concluded that the reading intensity of grade VII students of SMP N 1 Bendosari is in the medium category. This means that some students of grade VII SMP N 1 Bendosari have a good level of memory and reading intensity.

Second, the learning motivation variable has the highest score of 159 while the lowest score is 87. Based on the results of the unit analysis, it can be seen that the learning motivation variable has an average value of 117.372. The middle value of the learning motivation variable is 115.166 rounded to 115. The value of the variable mode of learning motivation is 117.7 and has a standard deviation value of 15.430.

Based on the results of grade categorization, as many as 59 students (34.30%) were included in the low category. Then, as many as 88 students (51.16%) belonged to the medium category. While the remaining 25 students (14.53%) fall into the high category. Thus, it can be concluded that the learning motivation of grade VII students of SMP N 1 Bendosari is in the medium category. This means that most grade VII students of SMP N 1 Bendosari have good learning motivation. Good learning motivation is shown from indicators in learning motivation, including having the desire and desire to succeed, the enthusiasm and confidence in learning, having hopes and aspirations for the future, persevering and disciplined in learning, having a conducive learning environment, the existence of interesting activities in learning, the appreciation in learning, and the encouragement and need in learning.

Finally, the variable ability to understand the content of the short story has the highest score of 40 and the lowest score is 14. Based on the results of unit analysis, it can be seen that the variable ability to understand the content of short stories has an average value of 25.51744. The middle value of the variable ability to understand the content of the short story is 25.1739 rounded to 25. The variable mode value of the ability to understand the content of the short story is 24.5625 and has a standard deviation value of 4.558.

Based on the results of grade categorization, as many as 45 students (26.516%) were included in the low category. Then, as many as 112 (65.12%) were included in the medium category. While the remaining 15 students (8.72%) fall into the high category. Thus, it can be concluded that the ability to understand the content of short stories of grade VII students of SMP N 1 Bendosari is in the medium category. This means that some grade VII students of SMP N 1 Bendosari are able to understand the contents of short stories well.

Based on the results of the normality test, it can be seen that the reading intensity variable has a value χ^2_{count} 7,909. While the value χ^2_{table} to a significant degree 5% with the amount of data 172 be 11,070, so that the value $\chi^2_{count} < \chi^2_{table}$. Thus, it can be concluded that the variable data of reading intensity has a normal distribution.

Furthermore, in the normality test of the learning motivation variable, it can be known that the learning motivation variable has value χ^2_{count} 9,192. While the value χ^2_{table} to a significant degree 5% with the total data of 172 is

11,070, so the value $\chi^2_{count} < \chi^2_{table}$. Thus it can be concluded that the data of learning motivation variables have a normal distribution.

Finally, in the normality test of the variable ability to understand the content of the short story, it can be seen that the variable ability to understand the content of the short story has value χ^2_{count} 10,517. While the value χ^2_{table} to a significant degree 5% with the total data of 172 is 11,070, so the value $\chi^2_{count} < \chi^2_{table}$. Thus it can be concluded that the variable data of the ability to understand the content of the short story has a normal distribution.

Based on the results of the pre-requisite test that has been carried out, it can be seen that all variable data of this study have a normal distribution. Next, a hypothesis test will be carried out using the correlational product moment technique. The following are the results of hypothesis testing:

1. The Relationship between Reading Intensity and the Ability to Understand Short Story Content of Class VII Students of SMP N 1 Bendosari.

   Based on data analysis using *product moment*, a calculated r value of 0.348 is obtained. Then the value is compared with the r value of the table at N with a significant level of 5% of 0.148. Then r count (0.348) > r table (0.148) so that Ha is accepted. Thus, this study shows a relationship between reading intensity and the ability to understand the content of short stories of grade VII SMP N 1 Bendosari students. This means that the higher the intensity of student reading, the higher the ability to understand the content of students' short stories.

Based on the results of hypothesis testing using product moment correlation, it can be seen that there is a positive relationship between the intensity of reading and the ability to understand the content of short stories. This shows that the higher the intensity of student reading, the higher the ability to understand the content of students' short stories. So if a student has a high reading intensity, he will have a penchant for reading, especially reading short stories. Therefore, it will be easier to understand the content of the short story.

This is in line with the opinion of Sumadayo (in Angraeni, 2017: 147) which explains that one of the factors that can affect the ability to understand the content of short stories is experience (related to knowledge and habits in reading / reading intensity) the more accustomed to learning will provide a direct experience obtained by students. From this experience, it also requires exercises as intensity in reading and instilling curiosity to support the ability to understand the content in short stories.

2. The relationship between learning motivation and the ability to understand the content of short stories of grade VII SMP N 1 Bendosari students.

Based on data analysis using *product moment*, a calculated r value of 0.604 is obtained. Then the value is compared with the r value of the table at N with a significant level of 5% of 0.148. Then r count (0.604) > r table (0.148) so that Ha is accepted. Thus, this study shows a relationship between learning motivation and the ability to understand the content of short stories of grade VII SMP N 1 Bendosari students. This means that the

higher the student's learning motivation, the higher the ability to understand the content of the student's short story.

Based on the results of hypothesis testing using *product moment* correlation, it can be seen that there is a positive relationship between learning motivation and the ability to understand the content of short stories. This shows that the higher the student's learning motivation, the higher the ability to understand the content of students' short stories. So if a student has a high motivation to learn, he will have a penchant for reading, especially reading short stories. Therefore, it will be easier to understand the content of the short story.

This is in line with Winkel's opinion (in Manizar, 2015: 174) which explains that learning motivation grows from within each individual with the aim that they are more active in learning so that they can achieve success in the ability to understand reading material. Individuals who have high learning motivation are very likely to acquire good understanding skills. Therefore, learning motivation is very important in achieving success in understanding a reading, especially in understanding the content of short stories.

3. The relationship between reading intensity and learning motivation with the ability to understand the content of short stories of grade VII SMP N 1 Bendosari.

Based on data analysis using *product moment*, a calculated r value of 0.721 was obtained. Then the value is compared with the r value of the

table at N with a significant level of 5% of 0.148. Then r counts (0.721) > r table (0.148) so that Ha is accepted. Thus, this study shows a relationship between reading intensity and learning motivation with the ability to understand the content of short stories of grade VII SMP N 1 Bendosari students. This means that the higher the intensity of reading and student learning motivation, the higher the ability to understand the content of students' short stories.

Based on the results of hypothesis testing using product moment correlation, it can be seen that there is a positive relationship between reading intensity and learning motivation with the ability to understand the content of short stories. This shows that the higher the intensity and motivation of student learning, the higher the ability to understand the content of students' short stories. So if a student has high learning intensity and motivation, he will have a penchant and drive to read, especially reading short stories. Therefore, it will be easier to understand the content of the short story.

Some factors that support the ability to understand the content of short stories, namely interest and sincerity in reading, are included with the frequency of reading. Because in the confusion possessed by students are also able to encourage to better know things that need to be considered in understanding a reading such as: vocabulary, understanding meaning, creative critical understanding that needs to be developed and understood in reading activities. Learning activities in understanding the content of

short stories that have been read will be successful if students are diligent

in reading and tenacious in understanding the contents of short stories that

have been read, as well as high curiosity about the information contained

in the reading.

CHAPTER V

A. CONCLUSION

Based on the results of data analysis and discussion that has been stated in the previous chapter regarding the relationship between reading intensity and learning motivation with the ability to understand the content of short stories with correlation techniques, the following conclusions can be drawn:

1. There is a positive and significant relationship between reading intensity and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari. This can be proven based on the results of data calculations using product moment between variables X_1 with variable Y obtained a calculated r value of 0.348, while for r table with N = 172 at a significant level of 5% of 0.148. So that r count (0.348) > r table (0.148). This shows that students who have high reading intensity, he will have the ability to understand the content well.

2. There is a positive and significant relationship between learning motivation and the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari. This can be proven based on the results of data calculations using product moment between variables X_2 with variable Y obtained a calculated r value of 0.604, while for r table with N = 172 at a significant level of 5% of 0.148. So that r count (0.604) > r table (0.148). This shows that students who have high learning motivation, he will have the desire to understand the content in the short story.

3. There is a positive and significant relationship between learning intensity and motivation with the ability to understand the content of short stories in grade VII students of SMP N 1 Bendosari. This can be proven based on the results of data calculations using product moment between variables X_1 and X_2 with Y obtained the calculated r value of 0.721 and then converted into the F formula F_h amounted to 9.1483 with a numerator dk of 2 and a denominator dk of 169 and a significant level of 5%. From the calculation above. $F_h(9,1483) > F_t(3,06)$ So it can be stated that the double correlation between the three variables is significant and there is a positive relationship between the three variables. This shows that students who have high reading intensity and learning motivation, he will have the desire to understand the content of the short story that has been read.

B. Implication

As a research that has been carried out in the educational environment, the conclusions drawn certainly have implications in the field of education and also subsequent research, in connection with this, the implications are as follows:

2. There are findings that there is a positive and significant relationship between reading intensity and learning motivation with the ability to understand the content of short stories in SMP N 1 Bendosari students, so reading activities carried out at school need to be improved in various aspects and provide special time for students to do reading activities together so that each student has self-awareness to read. The higher the reading intensity and learning motivation,

the better the student's ability to understand the content of short stories and other readings.

3. Regular reading activities will make a habit and motivation to read. Encouragement from teachers is also needed to improve the ability to understand reading content, especially short stories. If habits and motivational encouragement are good, students will also have a good improvement in understanding.

C. Suggestion

Based on the results of the research and the conclusions described above, several suggestions can be given as follows:

1. To students to further increase the intensity of reading or reading habits so that the level of understanding possessed by students is better than before.

2. To students to increase motivation to continue learning so that the ability to understand is more optimal and better than before.

3. Teachers should always encourage students to be more active in learning so that the motivation in students increases well.

4. Teachers need to pay attention to aspects of reading intensity and student learning motivation because these two aspects contribute positively to improving students' comprehension skills.

5. For other researchers can use this research as a reference and further deepen the results of the study by taking a larger population and developing other variables related to the ability to understand the content of short stories.

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READING INTENSITY QUESTIONNAIRE

Name   :

Class/Attendance Number   :

Instructions   :

1. Write your identity in the field provided

2. Read carefully each question item

   Choose one of the responses that matches the facts of your actual situation by putting a check mark (√) in the column provided.

   Choose those answers include:

   SL   : Always

   SR   : Often

   KD   : Sometimes

   JR   : Infrequently

   TP   : Never

No	Question	Response Options				
		SL	SR	KD	JR	TP
1.	I read books every day					
2.	I love reading short stories					
3.	I read all kinds of short stories					
4.	The teacher asks students to read short stories					
5.	I didn't read because the title of the short story was bad					
6.	I didn't read because the short story was too long					

7. The teacher asks students to make a summary of the story after reading the short story

8. I like to read books that I've read over and over again

9. Tell my friends about the short stories I've read

10. I feel happy after reading short stories that I like

11. I love romantic short stories

12. The short stories I read were very motivating

13. I don't like to read short stories because there are no pictures

14. I read the short story aloud

15. I was asked to rediscover the short story I had read

16. Because I love to read, I was often bought short stories by my parents

17. I feel good when I read short stories

18. I will read the short story immediately if the title is interesting

19. When there is free time I read books

20. I like to invite friends to read short stories

21. The teacher asks students to give what message is in the short story

22. I read the short story by living the intonation

23. I understand the message or motivation in the short story

24. I love short stories

25. I was required to read a book every day

26. Often read short stories by my parents from childhood before going to bed

27.	After reading the short story, I learned the good and bad behavior of the characters
28.	I love all storybooks
29.	I was happy when my parents bought me short stories
30.	I like to imitate the speaking style of characters in short stories
31.	I want to read short stories every day
32.	I can take problems as knowledge
33.	I want to have a large collection of short stories
34.	Problems in short stories are sometimes unclear
35.	The message in the short story motivates me a lot
36.	I know all kinds of characters in short stories
37.	The message in the short story is very motivating
38.	The message in the short story is very useful for the reader
39.	I took the consequences of the problem from the short story that I read as learning
40.	The short story characters I like are good characters
41.	I liked short stories after reading short stories had friends
42.	I can understand the plot in the short story
43.	The short stories I read were very inspiring
44.	Taking a good message from the problem in the short story
45.	Short stories provide a lot of motivation for life

46.	The plot of the short story I read was very interesting
47.	I always tell short stories that I have read to friends
48.	I like to read knowledge books
49.	I gained information and experience after reading
50.	The knowledge I gained after reading

LEARNING MOTIVATION QUESTIONNAIRE

Name :

Class/Attendance Number :

Instructions :

3. Write your identity in the field provided

4. Read carefully each question item

   Choose one of the responses that matches the facts of your actual situation

   by putting a check mark (√) in the column provided.

   Choose those answers include:

   SL : Always

   SR : Often

   KD : Sometimes

   JR : Infrequently

   TP : Never

No	Question	Response Options				
		SL	SR	KD	JR	TP
1.	I have a desire to know more about English subjects					
2.	I often neglect the tasks assigned by the teacher					
3.	I am serious about studying English because I believe his knowledge will help me in achieving my goals					
4.	I love English lessons because the teacher is fun					

5. I get a gift from my parents if my English grades are good

6. I let my friend litter

7. I felt unable to face difficulties in learning

8. Parents do not encourage active learning English

9. I was tired of studying English because the teacher only read the material in front of the class

10. I got good grades and got rewards

11. I did my English language assignment as well as possible

12. Parents encourage them to study hard English

13. I read and studied English textbooks without orders from the teacher

14. I am enthusiastic about learning if the teacher uses an LCD projector in delivering the material being studied

15. I try to maintain the order of the classroom so that the atmosphere of the learning environment becomes calm

16. When working in the group, I just kept silent and didn't want to know about the assignment given by the teacher

17. I learned English only during tests

18. If the teacher gives students the opportunity to have an opinion, I just shut up

19. Late for class during English lessons

20. Getting punished in the learning process English

21. I do English assignments with my own efforts

22. I ask others for help to do my assignments

23. I feel happy if during learning the teacher does not give assignments

24. I give my opinion during class discussions

25. I clean the classroom so that I can increase my enthusiasm in learning

26. Teachers give additional value to students who can answer hearing questions correctly

27. I rushed to do the English assignment given by the teacher

28. Teachers only give extra marks to outstanding students

29. The punishment given does not have a deterrent effect

30. Late for class during class must sweep the page

31. The teacher is angry at the student who dared to answer but was wrong

32. I learned English when scolded by parents

33. I follow well every direction given by the teacher so that it is easy to understand the material learned

34. Teachers reward students who are active in learning

35. I try to keep the classroom clean so that the class is comfortable for learning

36. If in learning there are different opinions, I respond to them

37. I don't like learning English because it's boring

38. I secretly played mobile phone while the teacher was explaining

39. Get praise while learning

40. Earn rewards for answering oral questions

41. I chatted with a friend while the teacher was explaining

42. Learning while playing makes learning more interesting and fun

43. I always record what the teacher explains

44. I repeat English materials at home

45. If I get bad grades, I am even more lazy to study

46. I always ask if I don't understand the English material

47. I am more enthusiastic about learning English because the teacher teaches the material interestingly

48. I asked the teacher about an English assignment that I didn't understand

49. I never do English assignments at home

50. Teachers congratulate students when they get good grades

TEST OF THE ABILITY TO UNDERSTAND THE CONTENT OF SHORT STORIES

Instructions:

Answer the questions below correctly and clearly!

1. Determine the intrinsic elements in the short story you have read?

2. Determine the extrinsic elements in the short story?

3. Give 2 direct sentences and 1 indirect sentence from the short story you have read!

4. What message can you take from the short story you have read?

5. Give suggestions from short story problems that you have read!

6. What are the causes and effects of the short story problem?

7. In short stories, there are 4 structures, namely::

   a. Orientation (Opening of the story)

   b. Complications (Story problems)

   c. Evaluation (Story problem solving)

   d. Koda (Ending story)

   Determine part 4 structure in the story you have read!

8. Retell the story in the short story you have read!

READING INTENSITY VALIDITY TEST

Responden	Butir Soal																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	4	3	3	3	3	3	4	2	3	3	3	3	3	4	3	5	2	4	4	3
2	4	3	3	3	3	3	4	2	3	3	3	3	3	4	3	5	2	4	4	3
3	2	2	3	1	3	2	3	4	2	3	3	4	3	3	3	2	2	4	4	2
4	3	4	4	3	3	4	4	3	3	4	3	3	4	3	4	4	3	5	3	3
5	4	3	3	3	1	1	4	3	4	4	4	4	4	4	4	4	3	4	4	4
6	4	4	4	4	1	2	4	3	4	5	4	4	4	4	3	4	3	4	5	3
7	5	2	2	1	4	4	1	1	5	3	2	3	4	5	2	2	1	5	3	1
8	3	3	3	2	2	2	4	3	5	4	3	5	3	4	4	3	4	5	4	4
9	2	3	3	2	3	1	1	1	4	3	3	3	4	4	2	3	2	4	3	3
10	4	3	3	3	3	3	4	2	3	3	3	3	3	4	3	5	2	4	4	3
11	5	2	5	4	1	1	5	3	5	4	5	5	4	4	3	3	3	1	5	4
12	3	4	4	3	3	1	2	5	3	5	4	5	4	3	4	5	2	5	4	3
13	2	2	3	4	4	1	1	3	5	4	4	4	4	4	4	3	4	4	3	2
14	3	3	3	2	2	4	2	4	4	3	3	3	3	3	2	3	2	4	3	2
15	3	3	2	1	3	4	1	4	4	3	3	4	3	5	3	3	2	4	3	2
16	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	2	2
17	2	2	3	1	3	2	3	4	2	3	3	4	3	3	3	2	2	4	4	2
18	3	3	2	3	1	5	4	5	5	4	2	4	3	2	2	3	1	5	4	1
19	4	3	3	3	1	1	4	3	4	4	4	4	4	4	4	4	3	4	4	4
20	2	2	2	2	4	4	3	3	3	2	3	2	2	3	4	3	2	4	4	2
21	2	4	4	1	3	2	1	4	3	5	4	5	2	2	2	5	2	3	4	2
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23	1	1	1	1	4	4	1	3	1	3	1	1	1	3	1	3	1	3	2	1
24	3	3	1	3	3	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3
25	4	3	3	2	2	2	2	5	4	3	3	5	4	4	2	3	4	5	3	3
26	3	3	3	4	4	3	5	3	4	2	3	5	4	5	2	3	2	5	3	2
27	2	1	2	1	4	5	1	3	1	2	2	3	2	2	1	2	2	2	2	1
28	3	3	3	2	5	4	3	3	4	3	3	4	2	2	3	3	3	4	3	3
29	4	3	3	2	3	4	3	3	4	3	3	4	4	3	3	3	2	4	3	3
30	3	3	3	3	3	3	3	1	1	4	2	2	2	2	2	3	2	3	2	2
31	3	2	1	2	1	3	3	2	4	2	2	2	2	3	2	2	2	3	3	2
32	3	1	1	1	1	4	3	4	2	2	2	5	2	3	1	2	2	4	2	2
33	3	2	2	2	3	3	2	3	3	2	2	4	3	3	2	2	2	4	3	2
34	4	3	3	2	1	1	2	3	3	3	3	4	3	3	3	3	3	3	4	3
35	3	2	1	1	5	3	3	3	2	3	3	5	3	4	1	2	1	5	3	1
36	1	1	1	1	4	4	1	5	1	1	1	1	1	2	1	1	3	5	2	2
37	3	3	3	2	1	1	2	4	5	3	4	5	4	5	2	3	3	5	4	3
38	2	1	1	2	1	1	4	4	1	3	2	5	3	3	1	2	4	4	3	3
39	3	4	4	1	2	1	2	3	3	4	4	4	4	3	1	4	1	5	5	1
40	5	4	4	1	1	1	4	4	5	4	5	5	4	4	2	4	3	5	5	2
41	3	2	2	1	2	2	1	2	2	2	2	2	2	3	2	2	2	4	2	2
42	3	2	1	2	5	3	3	3	2	3	3	5	3	4	1	2	1	5	3	1
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44	4	3	3	2	3	4	3	3	4	3	3	4	4	3	3	3	2	4	3	3
45	3	3	3	3	3	3	3	1	1	4	2	2	2	2	3	2	2	3	2	2
46	3	2	1	2	1	3	3	2	4	2	2	2	2	3	2	2	2	3	3	2
Total	141	118	119	98	121	126	130	142	145	145	133	167	140	153	115	137	105	183	153	109
r hitung	0,634	0,614	0,685	0,430	-0,216	-0,297	0,373	0,273	0,699	0,597	0,754	0,604	0,718	0,530	0,476	0,697	0,320	0,373	0,717	0,540
r tabel	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291
V/T	V	V	V	V	T	T	V	T	V	V	V	V	V	V	V	V	V	V	V	V

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
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3	3	4	4	3	5	5	5	5	3	4	5	5	4	5	5	4	4	4	4
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5	3	5	3	1	2	5	2	2	1	1	5	4	2	3	5	5	5	3	5
5	3	4	3	4	4	5	4	3	5	4	4	5	2	4	4	4	4	4	5
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5	1	4	2	2	3	5	2	2	5	3	4	5	5	4	5	4	5	4	5
4	3	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4
2	3	3	2	3	3	2	3	3	3	3	2	3	4	3	3	3	2	3	3
2	2	3	5	2	4	5	4	3	4	4	3	4	2	4	4	4	5	4	5
2	1	4	2	1	1	4	3	2	4	3	5	1	4	5	3	5	5	5	5
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3	2	3	2	1	1	3	3	3	1	3	3	3	3	4	4	5	5	5	5
3	3	3	3	2	5	4	2	2	3	4	5	5	3	5	4	5	5	5	5
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2	3	2	2	3	3	5	3	3	1	2	2	3	3	2	5	2	3	3	5
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3	2	3	2	1	1	2	2	2	2	2	1	2	2	3	3	3	3	2	5
3	1	3	2	1	4	5	2	2	1	3	5	2	4	4	3	5	5	5	5
3	3	3	3	2	2	5	2	2	2	2	3	3	3	4	5	5	5	3	5
4	3	4	3	2	3	4	3	3	4	3	4	3	3	4	4	4	4	4	4
3	1	4	1	1	1	4	1	3	1	5	3	5	3	4	3	3	4	3	5
1	2	1	2	2	5	5	2	2	4	3	2	5	5	3	3	5	3	5	5
5	3	5	3	4	5	5	3	4	3	4	3	5	2	5	3	5	5	5	5
3	1	1	4	2	1	1	3	2	1	1	3	3	2	4	1	3	4	2	3
2	4	2	5	1	4	5	5	5	5	5	4	5	2	4	5	4	4	4	5
4	3	5	4	5	4	5	4	4	2	4	4	5	3	5	4	5	5	5	5
2	2	2	2	2	2	3	2	2	2	2	2	3	3	3	3	3	3	3	3
3	1	4	1	1	1	4	1	3	1	5	3	5	3	4	3	3	4	3	5
5	3	4	4	3	5	5	3	4	2	3	5	3	2	5	4	5	5	5	5
4	3	4	3	3	4	4	3	3	2	3	4	4	3	4	3	4	4	3	5
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3	2	3	2	1	1	2	2	2	2	2	1	2	2	3	3	3	3	2	5
152	104	154	133	106	137	188	135	138	122	143	163	161	137	181	168	182	187	164	204
0,516	0,582	0,708	0,666	0,651	0,709	0,646	0,631	0,695	0,424	0,578	0,610	0,539	0,039	0,761	0,595	0,662	0,498	0,738	0,411
0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291
V	V	V	V	V	V	V	V	V	V	V	V	V	T	V	V	V	V	V	V

41	42	43	44	45	46	47	48	49	50	Total
3	3	4	4	4	3	3	5	4	5	187
3	3	4	4	4	3	3	5	4	5	187
2	2	3	3	3	3	3	2	2	3	142
3	4	4	5	4	3	2	3	2	5	169
4	4	4	4	4	4	4	4	4	4	185
5	5	4	5	4	4	3	4	4	4	192
4	3	4	5	5	3	2	2	5	5	161
4	5	4	5	3	5	4	1	4	5	190
3	4	4	3	4	4	3	4	3	4	158
3	3	4	4	4	3	3	5	4	5	187
3	5	4	5	5	3	3	5	4	5	198
4	3	4	4	4	4	3	3	4	4	190
1	5	5	5	5	4	2	3	5	5	177
2	3	3	4	3	3	2	4	3	4	150
3	4	4	5	5	5	4	4	5	5	174
2	2	2	4	2	2	3	2	2	2	97
2	2	3	3	3	3	3	2	2	3	142
5	4	4	5	5	4	1	2	4	5	176
4	4	4	4	4	4	4	4	4	4	185
2	3	3	3	5	3	2	3	2	3	141
3	3	4	4	4	3	2	3	4	4	167
3	3	5	5	5	3	2	4	5	5	162
1	3	3	3	4	1	1	2	4	4	105
3	3	3	3	3	5	2	2	2	5	154
4	4	5	5	5	5	4	4	4	5	187
2	3	4	5	3	4	2	3	5	4	164
3	3	4	3	2	2	3	3	2	2	125
1	5	5	3	5	2	3	3	4	5	166
4	3	4	4	4	3	2	3	4	5	170
2	4	4	3	3	3	2	3	2	4	133
1	2	2	4	3	2	2	3	2	5	118
1	5	5	5	5	5	2	2	5	3	150
2	4	3	4	4	3	2	3	3	4	149
4	4	4	4	5	4	2	3	4	4	165
1	3	2	3	3	4	2	3	5	5	143
3	3	4	3	5	5	1	1	5	3	135
4	5	5	5	4	4	3	5	5	5	192
1	1	5	3	2	3	1	3	4	4	122
3	4	4	5	5	4	1	4	4	5	178
5	5	5	5	5	4	2	4	4	4	200
3	2	3	3	3	3	2	2	2	3	117
1	3	2	3	3	4	2	3	5	5	143
3	3	5	4	5	4	3	4	4	5	188
4	3	4	4	4	3	2	3	4	5	170
2	4	4	3	3	3	2	3	2	4	133
1	2	2	4	3	2	2	3	2	5	118
127	158	175	184	180	158	111	146	167	197	7342
0,659	0,621	0,601	0,620	0,584	0,523	0,442	0,562	0,510	0,529	
0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	0,291	
V	V	V	V	V	V	V	V	V	V	

No	X	Y	X²	Y²	XY
1	4	187	16	34969	748
2	4	187	16	34969	748
3	2	142	4	20164	284
4	3	169	9	28561	507
5	4	185	16	34225	740
6	4	192	16	36864	768
7	5	161	25	25921	805
8	3	190	9	36100	570
9	2	158	4	24964	316
10	4	187	16	34969	748
11	5	198	25	39204	990
12	3	190	9	36100	570
13	2	177	4	31329	354
14	3	150	9	22500	450
15	3	174	9	30276	522
16	2	97	4	9409	194
17	2	142	4	20164	284
18	3	176	9	30976	528
19	4	185	16	34225	740
20	2	141	4	19881	282
21	2	167	4	27889	334
22	2	162	4	26244	324
23	1	105	1	11025	105
24	3	154	9	23716	462
25	4	187	16	34969	748
26	3	164	9	26896	492
27	2	125	4	15625	250
28	3	166	9	27556	498
29	4	170	16	28900	680
30	3	133	9	17689	399
31	3	118	9	13924	354
32	3	150	9	22500	450
33	3	149	9	22201	447
34	4	165	16	27225	660
35	3	143	9	20449	429
36	1	135	1	18225	135
37	3	192	9	36864	576
38	2	122	4	14884	244
39	3	178	9	31684	534
40	5	200	25	40000	1000
41	3	117	9	13689	351
42	3	143	9	20449	429
43	4	188	16	35344	752
44	4	170	16	28900	680
45	3	133	9	17689	399
46	3	118	9	13924	354
Total	141	7342	473	1204230	23234

Reading Intensity Validity Formula:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{46 * 23234 - 141 * 7342}{\sqrt{\{46 * 473 - 141^2\}\{46 * 1204230 - 7342^2\}}}$$

$$= \frac{1068764 - 1035222}{\sqrt{\{21758 - 19881\}\{55394580 - 53904964\}}}$$

$$= \frac{33542}{\sqrt{1877 * 1489616}}$$

$$= \frac{33542}{\sqrt{2796009232}}$$

$$= \frac{33542}{52877}$$

$= 0{,}6343 (\text{VALID})$ Because r count > r table

TEST THE VALIDITY OF LEARNING MOTIVATION

Responden	Butir Soal																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	4	3	5	3	5	1	3	3	3	3	5	5	3	3	3	3	1	1	5	1
2	5	5	5	5	4	5	3	5	5	3	5	5	4	3	5	5	5	5	5	1
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	5	3	5	5	3	4	3	3	3	4	5	4	3	5	2	5	4	3	5	1
5	4	4	4	4	4	5	3	4	4	4	5	5	4	3	4	5	5	5	5	1
6	4	2	4	4	4	2	3	2	2	4	5	4	4	4	2	4	4	5	5	1
7	3	5	4	5	3	4	3	4	4	2	5	5	4	5	4	5	4	4	5	1
8	3	3	3	4	3	5	4	4	4	3	5	4	3	5	4	5	3	5	5	1
9	2	3	3	2	3	5	5	5	2	3	3	3	4	4	2	3	4	2	3	3
10	5	4	5	3	3	3	3	4	3	3	5	3	2	3	3	4	3	4	3	1
11	5	3	5	5	1	4	2	4	5	2	5	5	3	3	5	5	4	5	4	1
12	4	5	5	5	1	3	5	4	5	3	4	4	3	3	3	5	5	3	5	1
13	4	3	5	4	4	3	3	3	5	3	5	5	4	4	4	5	4	4	3	3
14	4	5	1	1	2	3	3	4	3	2	5	4	3	4	3	5	5	3	4	1
15	4	4	5	5	4	2	2	4	3	2	5	5	3	2	5	4	3	3	5	1
16	3	2	5	3	2	3	3	3	3	2	3	3	2	2	3	4	3	4	2	3
17	4	3	4	3	2	4	3	3	3	2	3	4	3	3	2	4	3	3	3	2
18	3	5	5	5	1	4	4	4	3	1	5	5	3	1	5	5	3	2	5	1
19	3	2	2	3	1	2	4	2	3	1	1	3	4	3	2	3	5	2	2	3
20	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	3	3	4	4	2	2	3	3	3	3	3	3	2	3	4	4	1	4	2	3
22	5	3	5	4	3	2	2	3	5	3	5	5	3	5	4	5	1	2	5	1
23	3	3	3	3	1	2	4	4	3	1	3	3	2	2	2	5	1	3	4	1
24	5	5	5	5	1	5	2	5	5	3	5	5	5	2	5	5	5	5	5	1
25	5	4	5	4	1	3	4	4	3	3	4	3	4	4	4	5	4	3	4	2
26	3	5	5	4	2	3	3	3	3	2	5	3	3	5	4	5	3	2	4	1
27	3	3	3	4	3	3	3	3	4	3	3	3	2	2	3	3	2	3	3	1
28	5	3	4	3	1	3	5	4	1	1	5	5	3	5	4	5	4	3	4	2
29	3	4	4	4	2	4	3	3	4	2	4	4	3	4	2	4	3	3	5	1
30	5	3	4	4	2	3	4	4	4	2	4	4	3	2	5	4	4	4	3	3
31	3	5	4	4	3	4	3	3	5	2	4	3	4	2	3	4	4	4	4	1
32	3	4	3	5	2	2	4	3	5	3	3	5	2	3	4	5	5	2	5	1
33	3	4	3	4	3	3	2	3	3	3	3	3	3	3	4	4	3	4	4	1
34	4	4	5	5	1	4	4	4	5	2	4	4	4	2	2	5	5	3	5	3
35	5	5	5	5	1	3	3	1	4	1	4	5	3	5	3	5	3	4	5	1
36	3	3	5	5	1	2	2	3	2	1	3	3	2	1	2	2	1	2	3	1
37	5	5	5	5	2	4	4	4	3	3	5	5	3	3	4	5	4	3	5	1
38	4	4	3	3	1	2	3	2	4	1	5	3	1	3	5	5	4	3	5	2
39	3	3	3	5	3	4	4	3	5	1	4	3	3	1	2	5	3	2	5	1
40	5	4	5	5	5	3	4	4	5	4	5	5	5	4	4	5	5	4	4	3
41	3	3	3	5	2	3	4	4	3	2	3	3	3	3	4	4	3	3	2	2
42	3	3	3	4	2	2	4	3	4	1	3	3	3	3	3	3	3	3	3	3
43	4	5	5	4	2	4	3	4	3	2	5	5	4	4	4	5	5	4	5	2
44	2	4	4	5	3	2	3	4	2	3	4	2	3	4	5	3	4	2	4	1
45	3	4	3	5	2	2	2	2	5	2	5	4	2	5	5	5	2	2	4	2
46	3	3	3	4	2	3	3	3	3	3	4	4	3	3	4	4	3	2	4	1
Total	171	170	185	187	109	145	150	157	165	110	190	180	143	150	162	196	160	146	186	75
r hitung	0.568	0.513	0.444	0.390	0.194	0.565	0.071	0.469	0.426	0.435	0.715	0.628	0.551	0.339	0.448	0.628	0.576	0.583	0.573	-0.229
r tabel	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291
V/T	V	V	V	V	T	V	T	V	V	V	V	V	V	V	V	V	V	V	V	T

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
3	3	1	2	2	2	3	5	2	3	5	1	5	1	2	1	3	5	4	4
5	5	5	4	5	4	5	2	2	5	1	1	5	5	2	5	5	3	1	1
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	1	3	3	5	3	5	3	2	4	2	4	3	2	3	3	5	2	3
4	5	3	4	4	4	4	2	3	4	3	1	5	4	4	3	4	5	4	3
4	4	3	3	4	4	2	2	3	3	4	3	3	3	3	3	5	5	3	3
5	5	3	3	2	5	4	4	1	1	5	3	4	2	3	1	5	5	3	4
4	4	2	5	3	5	4	2	2	2	5	3	5	2	3	4	5	3	3	3
4	4	2	3	1	5	2	3	3	4	3	1	5	2	4	3	3	2	3	3
5	5	2	3	4	4	4	2	1	2	5	2	4	1	3	3	3	3	4	5
5	4	1	4	5	4	4	1	4	4	5	1	5	1	4	4	5	5	5	5
5	5	3	3	2	3	3	3	3	4	5	2	4	4	1	2	5	5	3	3
4	3	1	5	5	4	2	3	2	2	5	1	5	3	1	4	3	4	3	3
4	3	3	3	3	2	3	2	3	3	5	2	4	1	3	2	5	5	5	4
5	2	1	3	4	3	3	3	2	3	2	1	5	1	2	2	2	5	4	4
3	3	3	2	2	2	3	3	3	2	5	3	4	1	2	2	4	5	3	4
3	3	2	3	3	3	3	3	4	3	3	3	3	2	4	3	3	5	4	3
4	5	4	4	3	3	4	2	1	2	5	1	5	2	1	1	4	5	5	3
1	2	1	3	1	2	5	3	2	1	5	2	3	1	2	3	1	5	3	5
3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3
3	2	3	4	5	5	3	2	3	2	5	3	4	4	3	3	3	5	2	3
4	3	1	4	3	4	2	1	1	2	5	1	5	4	3	2	5	5	2	3
3	3	2	2	1	2	4	4	4	1	5	4	3	2	2	2	3	5	4	3
5	5	5	3	3	3	1	1	5	2	5	2	5	1	1	3	5	5	5	5
4	4	3	3	4	3	3	2	3	2	5	2	4	4	3	3	4	5	4	3
4	4	4	3	2	3	3	3	2	2	5	1	5	2	2	3	4	5	4	4
3	3	2	3	2	3	2	3	3	2	5	2	3	3	2	2	3	5	3	3
4	3	1	2	3	1	3	3	4	3	4	5	5	3	4	1	3	5	4	5
4	4	2	2	2	2	3	3	3	3	4	2	4	2	4	2	3	5	2	4
4	3	2	2	2	3	3	2	2	3	5	2	3	3	2	2	3	5	3	3
4	3	1	2	3	1	3	3	4	3	4	5	5	3	4	1	3	5	4	5
4	4	2	2	2	2	3	3	3	3	4	2	4	2	4	2	3	5	2	4
4	3	2	2	2	3	3	2	2	3	5	3	3	3	3	3	4	5	4	3
3	4	3	2	3	3	4	3	4	2	5	4	5	2	2	2	5	5	4	4
3	5	1	2	2	4	3	2	3	1	5	3	5	4	1	2	3	5	4	3
3	3	4	3	3	2	2	3	3	3	5	2	4	3	2	2	4	5	3	4
4	3	5	4	3	3	3	3	2	3	5	3	3	3	1	3	5	5	2	4
3	4	3	1	3	4	3	4	2	1	5	1	4	3	3	3	5	5	3	3
2	3	1	1	1	3	4	3	3	1	5	1	2	1	1	3	1	5	4	2
4	4	3	3	3	3	4	2	3	5	5	1	5	4	1	3	5	5	5	5
2	5	2	3	4	4	4	2	3	1	5	2	3	1	3	2	2	5	3	2
4	4	1	2	1	3	4	3	2	3	5	1	4	1	1	1	5	5	4	3
5	5	5	4	5	4	4	2	3	4	2	1	5	4	4	3	5	5	4	1
3	3	2	3	3	3	3	3	2	3	5	3	3	3	3	3	3	5	3	3
3	3	2	3	2	2	3	3	3	2	5	3	2	2	2	3	3	5	4	3
4	3	2	2	3	4	4	3	3	3	5	1	5	3	3	2	3	5	4	3
4	4	2	3	2	4	3	4	3	2	5	2	3	2	4	2	4	5	3	2
4	2	1	2	4	1	3	4	2	4	5	1	4	2	2	1	5	5	2	4
4	3	2	3	2	3	4	3	2	3	5	2	3	3	3	4	3	5	2	3
171	167	111	135	133	149	149	127	123	118	206	94	185	114	115	118	172	216	156	154
0.761	0.582	0.456	0.471	0.579	0.380	0.038	-0.380	0.062	0.479	-0.196	-0.157	0.652	0.414	0.096	0.232	0.712	0.012	0.133	0.029
0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291
V	V	V	V	V	V	T	T	T	V	T	T	V	V	T	T	V	T	T	T

41	42	43	44	45	46	47	48	49	50	Total
2	5	5	1	5	5	3	2	5	1	154
5	3	5	5	3	1	5	5	1	5	197
5	1	1	1	5	5	1	1	5	1	146
4	4	4	3	3	3	5	3	3	5	176
5	4	4	4	4	2	4	4	3	4	192
4	4	4	4	5	3	4	4	4	4	175
3	5	4	2	5	4	4	2	5	3	184
4	5	3	3	5	2	5	4	5	4	185
3	4	4	3	2	2	3	4	3	4	156
3	3	4	3	3	3	3	3	5	3	165
4	4	5	5	5	3	5	5	5	4	197
3	3	4	3	4	3	4	3	5	5	181
2	5	4	2	5	2	5	5	5	3	179
4	4	3	3	5	4	4	3	5	4	169
2	3	3	3	3	2	5	4	4	4	161
2	3	2	2	5	3	3	3	5	2	147
3	3	4	2	3	3	3	4	4	3	156
3	5	3	2	5	3	4	5	5	2	171
2	5	3	1	2	3	3	1	5	1	128
3	3	3	3	3	3	3	3	3	3	149
2	5	3	2	3	2	4	3	5	4	159
2	5	5	1	4	4	4	2	5	3	166
3	3	3	2	4	4	3	2	5	4	145
5	1	5	3	5	1	5	5	5	5	194
4	3	4	4	3	3	4	4	5	3	178
3	5	4	3	4	3	5	3	5	3	171
3	3	2	4	3	4	4	2	5	2	146
3	5	3	3	5	4	3	3	5	5	175
4	4	4	3	3	4	4	2	4	4	162
3	2	4	4	3	3	3	2	5	3	165
3	5	3	3	5	2	3	4	5	3	174
2	3	3	4	5	3	5	3	5	5	168
4	3	4	3	4	3	3	3	5	4	161
4	5	4	3	5	3	5	3	5	4	183
3	2	3	3	5	3	5	3	5	3	169
1	3	2	1	1	4	5	2	5	2	120
4	5	4	5	5	2	5	5	5	4	195
2	5	5	2	5	3	2	3	5	3	156
4	4	5	4	4	4	4	1	5	4	159
3	5	4	4	5	1	5	5	3	5	203
3	3	3	2	5	3	3	3	5	2	156
3	2	3	2	3	4	3	3	5	4	149
3	4	4	3	4	2	3	4	5	3	179
3	4	4	2	4	4	4	4	5	3	164
1	4	5	2	4	3	5	3	5	4	160
3	4	3	3	4	3	3	3	5	3	158
144	173	168	130	185	138	178	148	212	157	7683
0.534	0.228	0.508	0.645	0.506	-0.570	0.502	0.690	-0.274	0.607	
0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	0.291	
V	T	V	V	V	T	V	V	T	V	

No	X	Y	X2	Y2	XY
1	4	154	16	23716	616
2	5	197	25	38809	985
3	3	146	9	21316	438
4	5	176	25	30976	880
5	4	192	16	36864	768
6	4	175	16	30625	700
7	3	184	9	33856	552
8	3	185	9	34225	555
9	2	156	4	24336	312
10	5	165	25	27225	825
11	5	197	25	38809	985
12	4	181	16	32761	724
13	4	179	16	32041	716
14	4	169	16	28561	676
15	4	161	16	25921	644
16	3	147	9	21609	441
17	4	156	16	24336	624
18	3	171	9	29241	513
19	3	128	9	16384	384
20	3	149	9	22201	447
21	3	159	9	25281	477
22	5	166	25	27556	830
23	3	145	9	21025	435
24	5	194	25	37636	970
25	5	178	25	31684	890
26	3	171	9	29241	513
27	3	146	9	21316	438
28	5	175	25	30625	875
29	3	162	9	26244	486
30	5	165	25	27225	825
31	3	174	9	30276	522
32	3	168	9	28224	504
33	3	161	9	25921	483
34	4	183	16	33489	732
35	5	169	25	28561	845
36	3	120	9	14400	360
37	5	195	25	38025	975
38	4	156	16	24336	624
39	3	159	9	25281	477
40	5	203	25	41209	1015
41	3	156	9	24336	468
42	3	149	9	22201	447
43	4	179	16	32041	716
44	2	164	4	26896	328
45	3	160	9	25600	480
46	3	158	9	24964	474
Total	171	7683	673	1297405	28974

Learning Motivation Validity Formula:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{46 * 28974 - 171 * 7683}{\sqrt{\{46 * 673 - 171^2\}\{46 * 1297405 - 7683^2\}}}$$

$$= \frac{1332804 - 1313793}{\sqrt{\{30958 - 29241\}\{59680630 - 59028489\}}}$$

$$= \frac{19011}{\sqrt{1717 * 652141}}$$

$$= \frac{19011}{\sqrt{1119726097}}$$

$$= \frac{19011}{33462}$$

$= 0,568 (\text{VALID})$ Because r count > r table

READING INTENSITY RELIABILITY TEST

Resp	Butir Ganjil																							X
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	
1	4	3	4	3	3	4	5	4	3	3	4	5	5	3	5	5	4	4	3	4	4	3	4	89
2	4	3	4	3	3	4	5	4	3	3	4	5	5	3	5	5	4	4	3	4	4	3	4	89
3	2	3	3	3	4	3	2	4	2	1	2	2	2	3	4	4	4	3	2	3	3	3	2	64
4	3	4	4	4	3	3	4	5	3	2	3	5	4	3	2	3	3	4	3	4	4	2	2	77
5	4	3	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	88
6	4	4	4	5	4	4	4	4	3	3	4	4	5	4	4	4	4	4	5	4	4	3	4	92
7	5	2	1	3	3	5	2	5	1	3	3	2	2	1	5	3	5	3	4	4	5	2	5	74
8	3	3	4	4	5	4	3	5	4	3	3	4	4	5	4	4	4	4	4	4	3	4	4	89
9	2	3	1	3	3	4	3	4	3	2	3	5	3	4	5	4	3	3	3	4	4	3	3	75
10	4	3	4	3	3	4	5	4	3	3	4	5	5	3	5	5	4	4	3	4	4	3	4	89
11	5	5	5	4	5	4	3	1	4	4	5	4	3	2	5	5	5	5	3	4	5	3	4	93
12	3	4	2	5	5	3	5	5	3	4	4	5	5	3	3	5	5	3	4	4	4	3	4	91
13	2	3	1	4	4	4	3	4	2	1	4	3	4	3	4	4	5	5	1	5	5	2	5	78
14	3	3	2	3	3	3	3	4	2	2	3	2	3	3	4	3	3	4	2	3	3	2	3	66
15	3	2	1	3	4	5	3	4	2	2	3	2	3	4	3	4	4	5	3	4	5	4	5	78
16	2	2	2	2	2	2	2	2	2	1	2	1	2	2	3	2	2	2	2	2	2	3	2	46
17	2	3	3	3	4	3	2	4	2	1	2	2	2	3	4	4	4	3	2	3	3	3	2	64
18	3	2	4	4	4	2	3	5	1	1	2	3	2	5	4	4	4	4	5	4	5	1	4	76
19	4	3	4	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	88
20	2	2	3	2	2	3	3	4	2	3	2	3	3	3	2	3	3	3	2	3	5	2	2	62
21	2	4	1	5	5	2	5	3	2	2	5	4	4	4	3	4	4	4	3	4	4	2	4	80
22	2	2	4	3	4	2	3	5	2	1	2	1	3	4	5	5	5	5	3	5	5	2	5	78
23	1	1	1	3	1	3	3	3	1	1	2	1	2	2	3	2	3	2	1	3	4	1	4	48
24	3	1	4	3	3	3	3	3	3	2	2	1	3	1	3	4	5	5	3	3	3	2	2	65
25	4	3	2	3	5	4	3	5	3	3	3	5	2	3	5	5	5	5	4	5	5	4	4	90
26	3	3	5	2	5	5	3	5	2	2	2	1	2	2	3	4	5	4	2	4	3	2	5	74
27	2	2	1	2	3	2	2	2	1	3	2	3	3	1	2	2	2	3	3	4	2	3	2	52
28	3	3	3	3	4	2	3	4	3	1	2	2	3	2	3	5	5	4	1	5	5	3	4	73
29	4	3	3	3	4	3	3	4	3	3	3	4	3	2	4	4	4	3	4	4	4	2	4	78
30	3	3	3	4	2	2	2	3	2	2	2	1	2	2	3	4	4	1	2	4	3	2	2	58
31	3	1	3	2	2	3	2	3	2	2	2	1	2	2	1	3	3	2	1	2	3	2	2	49
32	3	1	3	2	5	3	2	4	2	1	2	4	2	1	5	4	5	5	1	5	5	2	5	72
33	3	2	2	2	4	3	2	4	2	3	3	2	2	2	3	4	5	3	2	3	4	2	3	65
34	4	3	2	3	4	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	5	2	4	79
35	3	1	3	3	5	4	2	5	1	1	1	1	1	1	3	4	3	3	1	2	3	2	5	58
36	1	1	1	1	1	2	1	5	2	2	2	5	2	4	2	3	3	3	3	4	5	1	5	59
37	3	3	2	3	5	5	3	5	3	3	3	5	3	3	3	5	5	5	4	5	4	3	5	88
38	2	1	4	3	5	3	2	4	3	1	4	1	3	1	3	4	3	2	1	5	2	1	4	62
39	3	4	2	4	4	3	4	5	1	4	5	4	5	5	4	4	4	4	3	4	5	1	4	86
40	5	4	4	4	5	4	4	5	2	3	4	4	4	2	4	5	5	5	5	5	5	2	4	94
41	3	2	1	2	2	3	2	4	2	2	2	2	2	2	2	3	3	3	3	3	3	2	2	55
42	3	1	3	3	5	4	2	5	1	1	1	1	1	1	3	4	3	3	1	2	3	2	5	58
43	4	3	4	4	4	5	3	4	3	3	4	5	3	2	5	5	5	5	3	5	5	3	4	91
44	4	3	3	3	4	3	3	4	3	3	3	4	3	2	4	4	4	3	4	4	4	2	4	78
45	3	3	3	4	2	2	2	3	2	2	2	1	2	2	3	4	4	1	2	4	3	2	2	58
46	3	1	3	2	2	3	2	3	2	2	2	1	2	2	1	3	3	2	1	2	3	2	2	49

Resp	Butir Genap																							Y
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	
1	3	3	3	3	3	3	2	4	3	4	3	5	5	4	5	5	4	4	3	4	3	5	5	86
2	3	3	3	3	3	3	2	4	3	4	3	5	5	4	5	5	4	4	3	4	3	5	5	86
3	2	1	2	3	3	3	2	4	4	3	2	3	2	4	4	3	3	4	2	3	3	2	3	65
4	4	3	3	3	4	4	3	3	3	3	2	3	3	3	3	3	3	5	4	5	3	3	5	78
5	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	89
6	4	4	4	4	4	3	3	5	4	4	4	5	4	3	4	4	4	4	5	5	4	4	4	93
7	2	1	5	2	4	2	1	3	5	5	1	5	2	1	4	5	5	5	3	5	3	2	5	76
8	3	2	5	3	3	4	4	4	5	4	4	5	3	4	5	4	4	5	5	5	5	1	5	92
9	3	2	4	3	4	2	2	3	4	4	1	4	3	3	5	3	4	3	4	3	4	4	4	76
10	3	3	3	3	3	3	2	4	3	4	3	5	5	4	5	5	4	4	3	4	3	5	5	86
11	2	4	5	5	4	3	3	5	3	4	5	5	3	5	5	5	3	4	5	5	3	5	5	96
12	4	3	3	4	4	4	2	4	3	3	4	5	5	4	4	4	4	5	3	4	4	3	4	87
13	2	4	5	4	4	4	4	3	4	4	2	5	4	2	2	5	5	5	5	5	4	3	5	90
14	3	2	4	3	3	2	2	3	4	3	2	4	3	3	2	3	4	4	3	4	3	4	4	72
15	3	1	4	3	3	3	2	3	4	4	3	4	3	2	2	4	5	5	4	5	5	4	5	81
16	2	2	1	2	2	2	2	2	1	1	1	2	2	1	2	2	2	2	2	4	2	2	2	43
17	2	1	2	3	3	3	2	4	4	3	2	3	2	4	4	3	3	4	2	3	3	2	3	65
18	3	3	5	2	3	2	1	4	5	4	2	5	2	3	5	5	5	5	4	5	4	2	5	84
19	3	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	89
20	2	2	3	3	2	4	2	4	2	3	3	2	3	3	3	3	2	3	3	3	3	3	3	64
21	4	1	3	4	2	2	2	4	2	3	2	5	3	4	4	4	5	5	3	4	3	3	4	76
22	1	2	2	2	4	3	2	2	2	4	1	4	2	3	1	3	5	5	3	5	3	4	5	68
23	1	1	1	1	1	1	1	2	1	2	1	4	2	1	1	3	3	3	3	3	1	2	4	43
24	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3	4	5	5	3	3	5	2	5	75
25	3	2	4	3	4	2	4	3	3	3	2	4	2	4	5	4	5	5	4	5	5	4	5	85
26	3	4	4	3	4	2	2	3	4	4	1	4	3	3	1	3	5	5	3	5	4	3	4	77
27	1	1	1	2	2	1	2	2	2	2	3	5	3	2	3	5	3	5	3	3	2	3	2	58
28	3	2	4	3	2	3	3	3	3	5	2	5	3	2	3	4	5	5	5	3	2	3	5	78
29	3	2	4	3	4	3	2	3	4	4	3	4	3	3	4	3	4	5	3	4	3	3	5	79
30	3	3	1	2	2	3	2	2	4	2	2	4	2	3	2	3	4	4	4	3	3	3	4	65
31	2	2	4	2	2	2	2	3	3	3	1	2	2	2	2	3	3	5	2	4	2	3	5	61
32	1	1	2	2	2	1	2	2	3	3	1	5	2	3	2	3	5	5	5	5	5	2	3	65
33	2	2	3	2	3	2	2	3	3	3	2	5	2	2	3	5	5	5	4	4	3	3	4	72
34	3	2	3	3	3	3	3	4	4	4	2	4	3	3	3	4	4	4	4	4	4	3	4	78
35	2	1	2	3	3	1	1	3	3	4	1	4	3	5	5	3	4	5	3	3	4	3	5	71
36	1	1	1	1	1	1	3	2	1	1	2	5	2	3	5	3	5	5	3	3	5	1	3	58
37	3	2	5	4	4	2	3	4	5	5	4	5	4	4	5	3	5	5	5	5	4	5	5	96
38	1	2	1	2	3	1	4	3	3	1	2	1	2	1	3	1	4	3	1	3	3	3	4	52
39	4	1	3	4	4	1	1	5	2	2	1	5	5	5	5	5	4	5	4	5	4	4	5	84
40	4	1	5	5	4	2	3	5	4	5	5	5	4	4	5	4	5	5	5	5	4	4	4	97
41	2	1	2	2	2	2	2	2	2	2	2	3	2	2	3	3	3	3	2	3	3	2	3	53
42	2	1	2	3	3	1	1	3	3	4	1	4	3	5	5	3	4	5	3	3	4	3	5	71
43	2	3	4	3	3	3	2	5	5	4	3	5	4	3	3	4	5	5	3	4	4	4	5	86
44	3	2	4	3	4	3	2	3	4	4	3	4	3	3	4	3	4	5	3	4	3	3	5	79
45	3	3	1	2	2	3	2	2	4	2	2	4	2	3	2	3	4	4	4	3	3	3	4	65
46	2	2	4	2	2	2	2	3	3	3	1	2	2	2	2	3	3	5	2	4	2	3	5	61

Resp	X	Y	X²	Y²	(X+Y) atau (X?)	(X+Y)² atau (X?²)
1	89	86	7921	7396	175	30625
2	89	86	7921	7396	175	30625
3	64	65	4096	4225	129	16641
4	77	78	5929	6084	155	24025
5	88	89	7744	7921	177	31329
6	92	93	8464	8649	185	34225
7	74	76	5476	5776	150	22500
8	89	92	7921	8464	181	32761
9	75	76	5625	5776	151	22801
10	89	86	7921	7396	175	30625
11	93	96	8649	9216	189	35721
12	91	87	8281	7569	178	31684
13	78	90	6084	8100	168	28224
14	66	72	4356	5184	138	19044
15	78	81	6084	6561	159	25281
16	46	43	2116	1849	89	7921
17	64	65	4096	4225	129	16641
18	76	84	5776	7056	160	25600
19	88	89	7744	7921	177	31329
20	62	64	3844	4096	126	15876
21	80	76	6400	5776	156	24336
22	78	68	6084	4624	146	21316
23	48	43	2304	1849	91	8281
24	65	75	4225	5625	140	19600
25	90	85	8100	7225	175	30625
26	74	77	5476	5929	151	22801
27	52	58	2704	3364	110	12100
28	73	78	5329	6084	151	22801
29	78	79	6084	6241	157	24649
30	58	65	3364	4225	123	15129
31	49	61	2401	3721	110	12100
32	72	65	5184	4225	137	18769
33	65	72	4225	5184	137	18769
34	79	78	6241	6084	157	24649
35	58	71	3364	5041	129	16641
36	59	58	3481	3364	117	13689
37	88	96	7744	9216	184	33856
38	62	52	3844	2704	114	12996
39	86	84	7396	7056	170	28900
40	94	97	8836	9409	191	36481
41	55	53	3025	2809	108	11664
42	58	71	3364	5041	129	16641
43	91	86	8281	7396	177	31329
44	78	79	6084	6241	157	24649
45	58	65	3364	4225	123	15129
46	49	61	2401	3721	110	12100
JML	3365	3451	255353	267239	6816	1043478

Variable Reliability of Reading Intensity:

$$r_{11} = 2\left(1 - \frac{s_1^2 + s_2^2}{s_t^2}\right)$$

Information:
r_{11} = reliability coefficient
s_1^2 = First hemisphere grain score variance
s_2^2 = Second hemisphere grain score variance
s_t^2 = Total score variance

a) Variance of odd-hemisphere grain group scores:

$$s_1^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{215779 - \frac{(3077)^2}{46}}{46}$$

$$= \frac{215779 - \frac{946793}{46}}{46}$$

$$= \frac{215779 - 205825}{46}$$

$$= \frac{9954}{46} = 216,401$$

b) Variance of even-hemisphere grain group scores:

$$s_2^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$= \frac{312535 - \frac{(3739)^2}{46}}{46}$$

$$= \frac{312535 - \frac{139802}{46}}{46}$$

$$= \frac{312535 - 303916}{46}$$

$$= \frac{8619}{46}$$

$$= 187,377$$

c) Total score variance:

$$s_t^2 = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

$$= \frac{1043478 - \frac{(6816)^2}{46}}{46}$$

$$= \frac{1043478 - \frac{464579}{46}}{46}$$

$$= \frac{1043478 - 1009954}{46}$$

$$= \frac{33524}{46}$$

$$= 728,783$$

d) Calculating the reliability coefficient:

$$r_{11} = 2\left(1 - \frac{s_1^2 + s_2^2}{s_t^2}\right)$$

$$= 2\left(1 - \frac{216{,}401 + 187{,}377}{728{,}783}\right)$$

$$= 2\left(1 - \frac{403{,}778}{728{,}783}\right)$$

$$= 2\left(1 - 0{,}5540\right)$$

$$= 2\left(0{,}446\right)$$

$$= 0{,}892 (\text{Reliabel})$$

LEARNING MOTIVATION RELIABILITY TEST

Responden	Butir Ganjil																	Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	
1	4	3	5	3	1	3	3	3	5	5	3	3	3	3	1	1	5	54
2	5	5	5	5	5	5	5	3	5	5	4	3	5	5	5	5	5	80
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
4	5	3	5	5	4	3	3	4	5	4	3	5	2	5	4	3	5	68
5	4	4	4	4	5	4	4	4	5	5	4	4	3	4	5	5	5	73
6	4	2	4	4	2	2	2	4	5	4	4	4	4	2	4	4	5	60
7	3	5	4	5	4	4	4	2	5	5	4	5	4	5	4	4	5	72
8	3	3	3	4	5	4	4	3	5	4	3	5	4	5	3	5	5	68
9	2	3	3	2	5	5	2	3	3	3	4	4	2	3	4	2	3	53
10	5	4	5	3	3	4	3	3	5	3	2	3	3	4	3	4	3	60
11	5	3	5	5	4	4	5	2	5	5	3	3	5	5	4	5	4	72
12	4	5	5	5	3	4	5	3	4	4	3	3	3	5	5	3	5	69
13	4	3	5	4	3	3	5	3	5	5	4	4	4	5	4	4	3	68
14	4	5	1	1	3	4	3	2	5	4	3	4	3	5	5	3	4	59
15	4	4	5	5	2	4	3	2	5	5	3	2	5	4	3	3	5	64
16	3	2	5	3	3	3	3	2	3	3	2	2	3	4	3	4	2	50
17	4	3	4	3	4	3	3	2	3	4	3	3	2	4	3	3	3	54
18	3	5	5	5	4	4	3	1	5	5	3	1	5	5	3	2	5	64
19	3	2	2	3	2	2	3	1	1	3	4	3	2	3	5	2	2	43
20	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
21	3	3	4	4	2	3	3	3	3	3	2	3	4	4	1	4	2	51
22	5	3	5	4	2	3	5	3	5	5	3	5	4	5	1	2	5	65
23	3	3	3	3	2	4	3	1	3	3	2	2	2	5	1	3	4	47
24	5	5	5	5	5	5	5	3	5	5	5	2	5	5	5	5	5	80
25	5	4	5	4	3	4	3	3	4	3	4	4	4	5	4	3	4	66
26	3	5	5	4	3	3	3	2	5	3	3	5	4	5	3	2	4	62
27	3	3	3	4	3	3	4	3	3	3	2	2	3	3	2	3	3	50
28	5	3	4	3	3	4	1	1	5	5	3	5	4	5	4	3	4	62
29	3	4	4	4	4	3	4	2	4	4	3	4	2	4	3	3	5	60
30	5	3	4	4	3	4	4	2	4	4	3	2	5	4	4	4	3	62
31	3	5	4	4	4	3	5	2	4	3	4	2	3	4	4	4	4	62
32	3	4	3	5	2	3	5	3	3	5	2	3	4	5	5	2	5	62
33	3	4	3	4	3	3	3	3	3	3	3	3	3	4	4	3	4	56
34	4	4	5	5	4	4	5	2	4	4	4	2	2	5	5	3	5	67
35	5	5	5	5	3	1	4	1	4	5	3	5	3	5	3	4	5	66
36	3	3	5	5	2	3	2	1	3	3	2	1	2	2	1	2	3	43
37	5	5	5	5	4	4	3	3	5	5	3	3	4	5	4	3	5	71
38	4	4	3	3	2	2	4	1	5	3	1	3	5	5	4	3	5	57
39	3	3	3	5	4	3	5	1	4	3	3	1	2	5	3	2	5	55
40	5	4	5	5	3	4	5	4	5	5	5	4	4	5	5	4	4	76
41	3	3	3	5	3	4	3	2	3	3	3	3	4	4	3	3	2	54
42	3	3	3	4	2	3	4	1	3	3	3	3	3	3	3	3	3	50
43	4	5	5	4	4	4	3	2	5	5	4	4	4	5	5	4	5	72
44	2	4	4	5	2	4	2	3	4	2	3	4	5	3	4	2	4	57
45	3	4	3	5	2	2	5	2	5	4	2	5	5	5	2	2	4	60
46	3	3	3	4	3	3	3	3	4	4	3	3	4	4	3	2	4	56

Responden	Butir Genap																	Total
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	
1	3	3	1	2	2	2	3	5	1	3	2	5	1	5	3	2	1	44
2	5	5	5	4	5	4	5	5	5	5	5	5	5	3	5	5	5	81
3	3	3	3	3	3	3	3	3	3	3	5	1	1	5	1	1	1	45
4	4	4	1	3	3	5	2	4	3	3	4	4	3	3	5	3	5	59
5	4	5	3	4	4	4	4	5	4	4	5	4	4	4	4	4	4	70
6	4	4	3	3	4	4	3	3	3	5	4	4	4	5	4	4	4	65
7	5	5	3	3	2	5	1	4	2	5	3	4	2	5	4	2	3	58
8	4	4	2	5	3	5	2	5	2	5	4	3	3	5	5	4	4	65
9	4	4	2	3	1	5	4	5	2	3	3	4	3	2	3	4	4	56
10	5	5	2	3	4	4	2	4	1	3	3	4	3	3	3	3	3	55
11	5	4	1	4	5	4	4	5	1	5	4	5	5	5	5	5	4	71
12	5	5	3	3	2	3	4	4	4	5	3	4	3	4	4	3	5	64
13	4	3	1	5	5	4	2	5	3	3	2	4	2	5	5	5	3	61
14	4	3	3	3	3	2	3	4	1	5	4	3	3	5	4	3	4	57
15	5	2	1	3	4	3	3	5	1	2	2	3	3	3	5	4	4	53
16	3	3	3	2	2	2	2	4	1	4	2	2	2	5	3	3	2	45
17	3	3	2	3	3	3	3	3	2	3	3	4	2	3	3	4	3	50
18	4	5	4	4	3	3	2	5	2	4	3	3	2	5	4	5	2	60
19	1	2	1	3	1	2	1	3	1	1	2	3	1	2	3	1	1	29
20	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	50
21	3	2	3	4	5	5	2	4	4	3	2	3	2	3	4	3	4	56
22	4	3	1	4	3	4	2	5	4	5	2	5	1	4	4	2	3	56
23	3	3	2	2	1	2	1	3	2	3	3	3	2	4	3	2	4	43
24	5	5	5	3	3	3	2	5	1	5	5	5	3	5	5	5	5	70
25	4	4	3	3	4	3	2	4	4	4	4	4	4	3	4	4	3	61
26	4	4	4	3	2	3	2	5	2	4	3	4	3	4	5	3	3	58
27	3	3	2	3	2	3	2	3	3	3	3	2	4	3	4	2	2	47
28	4	3	1	2	3	1	3	5	3	3	3	3	3	5	3	3	5	53
29	4	4	2	2	2	2	3	4	2	3	4	4	3	3	4	2	4	52
30	4	3	2	2	2	3	3	3	3	4	3	4	4	3	3	2	3	51
31	3	4	3	2	3	3	2	5	2	3	3	3	3	5	3	4	3	56
32	3	5	1	2	2	4	1	5	4	3	2	3	4	5	5	3	5	57
33	3	3	4	3	3	2	3	4	3	4	4	4	3	4	3	3	4	57
34	4	3	5	4	3	3	3	3	3	5	4	4	3	5	5	3	4	64
35	3	4	3	1	3	4	1	4	3	5	3	3	3	5	5	3	3	56
36	2	3	1	1	1	3	1	2	1	1	1	2	1	1	5	2	2	30
37	4	4	3	3	3	3	5	5	4	5	4	4	5	5	5	5	4	71
38	2	5	2	3	4	4	1	3	1	2	2	5	2	5	2	3	3	49
39	4	4	1	2	1	3	3	4	1	5	4	5	4	4	4	1	4	54
40	5	5	5	4	5	4	4	5	4	5	3	4	4	5	5	5	5	77
41	3	3	2	3	3	3	3	3	3	3	3	3	2	5	3	3	2	50
42	3	3	2	3	2	2	2	2	2	3	3	3	2	3	3	3	4	45
43	4	3	2	2	3	4	3	5	3	3	3	4	3	4	3	4	3	56
44	4	4	2	3	2	4	2	3	2	4	3	4	2	4	4	4	3	54
45	4	2	1	2	4	1	4	4	2	5	1	5	2	4	5	3	4	53
46	4	3	2	3	2	3	3	3	3	3	3	3	3	4	3	3	3	51

Resp	X	Y	X²	Y²	(X+Y) atau (X₂)	(X+Y)² atau (X₂)²
1	54	44	2916	1936	98	9604
2	80	81	6400	6561	161	25921
3	51	45	2601	2025	96	9216
4	68	59	4624	3481	127	16129
5	73	70	5329	4900	143	20449
6	60	65	3600	4225	125	15625
7	72	58	5184	3364	130	16900
8	68	65	4624	4225	133	17689
9	53	56	2809	3136	109	11881
10	60	55	3600	3025	115	13225
11	72	71	5184	5041	143	20449
12	69	64	4761	4096	133	17689
13	68	61	4624	3721	129	16641
14	59	57	3481	3249	116	13456
15	64	53	4096	2809	117	13689
16	50	45	2500	2025	95	9025
17	54	50	2916	2500	104	10816
18	64	60	4096	3600	124	15376
19	43	29	1849	841	72	5184
20	52	50	2704	2500	102	10404
21	51	56	2601	3136	107	11449
22	65	56	4225	3136	121	14641
23	47	43	2209	1849	90	8100
24	80	70	6400	4900	150	22500
25	66	61	4356	3721	127	16129
26	62	58	3844	3364	120	14400
27	50	47	2500	2209	97	9409
28	62	53	3844	2809	115	13225
29	60	52	3600	2704	112	12544
30	62	51	3844	2601	113	12769
31	62	56	3844	3136	118	13924
32	62	57	3844	3249	119	14161
33	56	57	3136	3249	113	12769
34	67	64	4489	4096	131	17161
35	66	56	4356	3136	122	14884
36	43	30	1849	900	73	5329
37	71	71	5041	5041	142	20164
38	57	49	3249	2401	106	11236
39	55	54	3025	2916	109	11881
40	76	77	5776	5929	153	23409
41	54	50	2916	2500	104	10816
42	50	45	2500	2025	95	9025
43	72	56	5184	3136	128	16384
44	57	54	3249	2916	111	12321
45	60	53	3600	2809	113	12769
46	56	51	3136	2601	107	11449
JML	2803	2565	174515	147729	5368	642216

Reliability of Learning Motivation Variables:

$$r_{11} = 2\left(1 - \frac{s_1^2 + s_2^2}{s_t^2}\right)$$

Information:
r_{11} = reliability coefficient
s_1^2 = First hemisphere grain score variance
s_2^2 = Second hemisphere grain score variance
s_t^2 = Total score variance
Variance of odd-hemisphere grain group scores:

$$s_1^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= \frac{174515 - \frac{(2803)^2}{46}}{46}$$

$$= \frac{174515 - \frac{7856809}{46}}{46}$$

$$= \frac{174515 - 170800}{46}$$

$$= \frac{3715}{46} = 80{,}757$$

a) Variance of even-hemisphere grain group scores:

$$s_2^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

$$= \frac{147729 - \frac{(2565)^2}{46}}{46}$$

$$= \frac{147729 - \frac{6579225}{46}}{46}$$

$$= \frac{147729 - 143027}{46}$$

$$= \frac{4702}{46}$$

$$= 102{,}225$$

b) Total score variance:

$$s_t^2 = \frac{\sum X_t^2 - \frac{(\sum X_t)^2}{N}}{N}$$

$$= \frac{642216 - \frac{(5368)^2}{46}}{46}$$

$$= \frac{642216 - \frac{28815424}{46}}{46}$$

$$= \frac{642216 - 626422}{46}$$

$$= \frac{15794}{46}$$

$$= 343{,}342$$

c) Calculating the reliability coefficient:

$$r_{11} = 2\left(1 - \frac{s_1^2 + s_2^2}{s_t^2}\right)$$

$$= 2\left(1 - \frac{80{,}757 + 102{,}225}{343{,}342}\right)$$

$$= 2\left(1 - \frac{182982}{343{,}342}\right)$$

$$= 2\left(1 - 0{,}5329\right)$$

$$= 2\left(0{,}4671\right)$$

$$= 0{,}9342 \text{(Reliabel)}$$

THE LEVEL OF DIFFICULTY OF THE ITEM ABOUT THE ABILITY TO UNDERSTAND THE CONTENT OF THE SHORT STORY

Resp	Pertanyaan								Total
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
1	2	3	3	3	3	4	2	1	21
2	5	5	4	3	3	3	2	3	28
3	5	1	3	3	2	2	4	2	22
4	5	1	3	3	2	2	4	2	22
5	1	2	1	3	1	2	5	3	18
6	1	2	2	3	3	2	1	3	17
7	3	2	3	2	2	3	5	3	23
8	1	3	4	2	4	3	5	3	25
9	3	1	4	3	3	3	5	3	25
10	1	1	4	4	3	2	5	3	23
11	2	3	4	4	3	3	5	5	29
12	2	1	4	3	3	4	5	3	25
13	3	2	4	4	4	5	3	3	28
14	4	2	3	3	4	2	5	3	26
15	1	2	3	3	3	4	5	1	22
16	3	1	4	5	2	1	5	3	24
17	5	3	3	4	1	4	5	4	29
18	3	3	3	5	2	4	5	3	28
19	4	1	4	3	3	4	5	4	28
20	5	4	1	3	2	2	3	1	21
21	4	3	4	3	3	3	5	3	28
22	4	4	4	3	3	2	5	3	28
23	4	1	2	3	1	4	5	3	23
24	5	1	3	2	4	4	1	2	22
25	1	2	4	2	4	3	3	2	21
26	5	1	3	5	5	5	5	3	32
27	5	3	3	2	3	4	5	4	29
28	1	2	3	2	2	4	5	4	23
29	5	5	4	4	2	2	5	3	30
30	1	1	4	3	5	3	5	5	27
31	5	3	3	4	2	4	1	4	26
32	4	1	4	2	3	2	4	3	23
33	5	5	3	3	4	3	5	3	31
34	3	1	4	4	3	5	5	2	27
35	5	5	3	3	2	4	5	3	30
36	5	5	2	3	2	3	5	2	27
37	5	5	3	5	2	3	5	3	31
38	5	1	4	2	3	4	5	3	27
39	1	2	4	2	2	3	2	1	17
40	5	5	2	3	2	3	1	2	23
41	1	1	4	3	2	2	1	3	17
42	4	4	1	3	3	3	1	1	20
43	3	1	3	3	3	1	1	3	18
44	1	1	3	2	2	3	2	3	17
45	5	3	3	4	2	4	1	4	26
46	4	1	4	2	3	2	4	3	23
RATA-RATA	3,37	2,39	3,22	3,11	2,72	3,09	3,83	2,85	
SKOR MAKS	5	5	5	5	5	5	5	5	
TK	0,67	0,48	0,64	0,62	0,54	0,62	0,77	0,57	
KRITERIA	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Mudah	Sedang	

The difficulty level of the essay question is calculated using the formula:

$$TK = \frac{MEAN}{SKOR\ MAKSIMUM}$$

Information:
TK   : The difficulty level of the Blurb question
MEAN   : Average student score
Skor Maksimum   : Maximum score of questions

Example data 1 :

$$MEAN = \frac{\sum SEMUA\ DATA}{\sum BANYAK\ DATA}$$

$$MEAN = \frac{155}{46}$$

$$= 3.37$$

$$TK = \frac{3.37}{5}$$

$$= 0.67$$

TEST THE POWER OF DIFFERENT ABILITIES TO UNDERSTAND THE CONTENT OF SHORT STORIES

Resp	Pertanyaan								Total	
	1	2	3	4	5	6	7	8		
26	5	1	3	5	5	5	5	3	32	Kelompok Atas
33	5	5	3	3	4	3	5	3	31	
37	5	5	3	5	2	3	5	3	31	
29	5	5	4	4	2	2	5	3	30	
35	5	5	3	3	2	4	5	3	30	
11	2	3	4	4	3	3	5	5	29	
17	5	3	3	4	1	4	5	4	29	
27	5	3	3	2	3	4	5	4	29	
2	5	5	4	3	3	3	2	3	28	
13	3	2	4	4	4	5	3	3	28	
18	3	3	3	5	2	4	5	3	28	
19	4	1	4	3	3	4	5	4	28	
21	4	3	4	3	3	3	5	3	28	
22	4	4	4	3	3	2	5	3	28	
30	1	1	4	3	5	3	5	5	27	
34	3	1	4	4	3	5	5	2	27	
36	5	5	2	3	2	3	5	2	27	
38	5	1	4	2	3	4	5	3	27	
14	4	2	3	3	4	2	5	3	26	
31	5	3	3	4	2	4	1	4	26	
45	5	3	3	4	2	4	1	4	26	
8	1	3	4	2	4	3	5	3	25	
9	3	1	4	3	3	3	5	3	25	
12	2	1	4	3	3	4	5	3	25	
16	3	1	4	5	2	1	5	3	24	
7	3	2	3	2	2	3	5	3	23	
10	1	1	4	4	3	2	5	3	23	
23	4	1	2	3	1	4	5	3	23	
28	1	2	3	2	2	4	5	4	23	
32	4	1	4	2	3	2	4	3	23	
40	5	5	2	3	2	3	1	2	23	
46	4	1	4	2	3	2	4	3	23	
3	5	1	3	3	2	2	4	2	22	
4	5	1	3	3	2	2	4	2	22	
15	1	2	3	3	3	4	5	1	22	Kelompok Bawah
24	5	1	3	2	4	4	1	2	22	
1	2	3	3	3	3	4	2	1	21	
20	5	4	1	3	2	2	3	1	21	
25	1	2	4	2	4	3	3	2	21	
42	4	4	1	3	3	3	1	1	20	
5	1	2	1	3	1	2	5	3	18	
43	3	1	3	3	3	1	1	3	18	
6	1	2	2	3	3	2	1	3	17	
39	1	2	4	2	2	3	2	1	17	
41	1	1	4	3	2	2	1	3	17	
44	1	1	3	2	2	3	2	3	17	
?X	155	110	148	143	125	142	176	131		
N*27%	12,42									
? ATAS	4,33	3,42	3,42	3,75	2,83	3,67	4,58	3,42		
? BAWAH	2,17	2,08	2,67	2,67	2,67	2,75	2,25	2,00		
?a-?b	2,17	1,33	0,75	1,08	0,17	0,92	2,33	1,42		
SKOR MAX	5	5	5	5	5	5	5	5		
DB	0,43	0,27	0,15	0,22	0,03	0,18	0,47	0,28		
Kriteria	Baik	Sedang	Jelek	Sedang	Jelek	Jelek	Baik	Sedang		

Power Difference is calculated using the formula:

$$DB = \frac{\bar{X}Atas - \bar{X}Bawah}{Skor\ Maksimum}$$

$$\bar{X}ATAS = \frac{52}{12}$$

$$= 4.33$$

$$\bar{X}BAWAH = \frac{26}{12}$$

$$= 2.17$$

$$DB = \frac{4.33 - 2.17}{5}$$

$$= \frac{2.16}{5}$$

$$= 0.43$$

UNIT ANALYSIS OF READING INTENSITY

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	Total
1	2	2	2	1	1	3	2	1	2	1	3	2	1	3	4	2	2	1	1	2	3	1	1	3	2	1	2	1	1	1	3	2	1	1	1	3	1	3	1	4	3	1	1	4	2	3	88
2	3	2	2	2	3	2	3	3	3	3	5	3	3	4	4	3	2	3	3	3	3	1	1	5	2	3	5	5	5	5	5	5	5	5	4	5	2	3	5	5	5	3	3	4	5	5	163
3	2	2	2	2	1	2	2	2	3	3	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	1	1	2	2	3	3	2	4	3	4	2	3	3	2	2	3	2	3	3	3	3	105
4	2	2	2	1	1	3	2	1	3	2	2	1	2	1	3	2	1	2	1	1	2	2	2	4	1	3	2	2	1	3	3	3	3	4	2	3	2	2	3	2	3	4	1	3	3	4	102
5	3	3	2	2	3	3	3	4	4	4	4	4	3	3	5	3	3	3	2	5	3	3	5	5	2	4	4	4	4	5	4	4	4	5	4	5	3	4	3	5	4	4	4	3	4	4	169
6	2	2	3	2	2	3	2	3	4	4	4	3	3	3	5	2	3	2	4	3	3	4	3	3	2	2	4	5	4	3	4	4	5	5	3	5	4	5	4	5	4	4	3	3	3	5	157
7	3	3	3	2	1	4	3	3	3	4	3	2	3	2	4	3	2	4	3	2	5	5	3	3	3	5	3	5	4	5	4	5	4	4	5	4	4	4	2	3	4	4	5	5	4	4	160
8	5	3	3	2	4	3	5	4	5	3	4	3	5	4	5	3	3	4	1	4	5	4	3	5	5	5	3	3	4	2	5	5	4	5	5	5	4	4	5	5	3	4	4	4	5	5	184
9	2	4	4	1	1	2	5	4	3	5	2	1	5	3	5	3	3	3	3	2	5	3	5	5	5	5	5	3	5	3	5	3	4	3	3	3	3	3	4	3	3	3	1	2	3	3	152
10	3	2	3	1	3	4	2	2	5	1	3	1	5	2	5	3	2	3	2	3	4	5	2	5	3	4	1	2	3	4	5	3	3	4	3	5	1	3	4	4	5	5	1	4	3	5	146
11	2	3	3	1	1	5	3	3	3	4	1	3	3	4	5	3	1	4	1	4	3	1	5	5	2	3	3	2	4	3	3	5	3	5	4	5	3	4	5	4	5	5	2	3	4	4	152
12	3	2	3	2	2	3	3	2	3	4	3	2	3	2	4	2	2	2	3	3	2	4	4	3	3	5	2	3	4	3	4	3	3	3	4	5	5	3	3	3	4	3	4	4	4	4	143
13	3	3	3	3	3	4	3	3	4	4	4	2	3	4	4	2	3	4	2	4	4	2	3	4	3	4	2	2	4	2	4	3	5	5	4	5	2	3	4	4	4	4	3	2	4	4	155
14	2	4	4	1	1	1	4	4	2	3	2	2	4	2	4	3	2	2	1	2	4	1	1	3	2	3	3	2	2	5	2	2	2	2	2	1	5	2	3	2	2	3	3	2	2	3	115
15	5	4	4	3	5	5	5	3	3	4	3	4	4	2	4	5	3	5	4	4	5	2	4	5	4	4	5	4	5	4	4	3	4	4	2	5	4	5	4	5	4	4	4	5	5	5	187
16	4	3	2	2	2	3	4	3	4	4	3	3	3	3	4	3	3	4	2	4	4	2	3	4	3	4	3	3	4	3	4	3	3	3	4	4	3	3	3	4	3	3	3	3	3	3	149
17	2	1	1	1	1	4	2	2	2	1	3	1	2	2	4	2	1	4	1	4	2	1	1	4	3	3	4	2	2	2	4	5	4	4	5	5	3	4	4	3	3	4	2	4	4	4	127
18	4	4	4	2	2	4	4	4	4	4	3	2	5	3	5	4	3	4	3	5	5	5	5	5	4	5	5	4	5	5	5	5	4	5	5	5	5	4	4	4	5	5	4	4	5	5	194
19	3	2	2	2	3	2	3	3	3	3	5	3	3	4	4	3	2	3	3	3	3	1	1	5	2	3	5	5	5	5	5	5	5	5	4	5	2	3	5	5	5	3	3	4	5	5	163
20	4	3	4	1	2	4	4	4	5	4	4	2	4	5	4	4	3	4	4	3	4	3	5	4	4	4	5	5	5	5	5	4	4	4	4	5	4	5	4	4	5	4	4	3	5	5	186
21	3	3	3	3	2	3	5	4	4	5	5	3	5	4	5	4	4	4	3	4	5	5	5	5	5	5	5	2	4	5	5	4	5	5	4	4	5	5	5	4	5	4	4	3	4	4	191
22	3	3	2	2	3	3	3	4	4	4	4	4	3	3	5	3	3	3	2	5	3	3	5	5	2	4	4	4	5	4	4	4	5	4	5	3	4	3	5	4	4	4	3	4	4	4	169
23	3	5	5	5	2	5	5	3	5	5	4	2	5	4	5	5	3	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	3	5	5	5	5	5	5	4	3	2	5	5	5	207
24	3	2	3	2	2	3	3	2	3	4	3	2	3	2	4	2	2	2	3	3	2	4	4	3	3	5	2	3	4	3	4	3	3	3	4	5	5	3	3	3	4	3	4	4	4	4	143
25	3	3	3	3	3	4	3	3	4	4	4	2	3	4	4	2	3	4	2	4	4	2	3	4	3	4	2	2	4	2	4	3	5	5	4	5	2	3	4	4	4	4	3	2	4	4	155
26	5	4	4	3	5	5	5	3	3	4	3	4	4	2	4	5	3	5	4	4	5	2	4	5	4	4	5	4	5	4	4	3	4	4	2	5	4	5	4	5	4	4	4	5	5	5	187
27	3	2	3	2	1	4	2	3	3	4	3	2	3	2	4	3	1	5	2	5	4	2	4	5	4	4	2	4	4	2	4	4	5	5	5	4	4	4	3	2	4	5	4	4	5	5	159
28	2	2	3	1	1	3	3	3	3	3	3	3	1	3	2	3	3	3	4	2	3	3	2	3	3	3	3	1	3	3	1	3	3	3	3	3	3	2	2	3	3	3	3	2	3	5	123
29	4	3	3	3	3	4	4	4	5	4	3	3	3	3	4	5	4	4	3	4	3	3	3	5	4	3	3	4	4	3	5	5	5	5	5	5	4	4	4	5	3	4	3	3	4	5	177
30	3	4	4	3	4	4	4	4	4	4	4	2	4	4	5	4	4	4	3	4	4	3	4	3	4	4	2	4	3	4	4	3	3	4	3	3	3	3	4	2	4	3	3	3	3	3	164
31	3	2	3	1	3	4	2	2	5	1	3	1	5	2	5	3	2	3	2	3	4	5	2	5	3	4	1	2	3	4	5	3	3	4	3	5	1	3	4	4	5	5	1	4	3	5	146
32	4	3	3	3	2	5	5	3	4	5	5	1	4	5	5	3	5	3	5	4	3	5	5	4	3	5	3	3	3	5	5	5	5	5	5	5	5	3	4	5	5	5	5	4	1	3	186
33	3	3	3	3	3	4	3	3	4	4	4	2	3	4	4	2	3	4	2	4	4	2	3	4	3	4	2	2	4	2	4	3	5	5	4	5	2	3	4	4	4	4	3	2	4	4	155
34	3	5	5	1	1	3	3	3	3	5	3	1	3	1	5	3	1	5	3	1	5	3	3	5	5	3	5	3	3	5	3	5	3	3	3	5	3	5	3	4	3	3	1	3	5	5	156
35	3	3	3	2	4	3	3	3	3	3	4	3	3	3	4	3	2	2	2	3	3	2	2	5	3	4	3	2	3	3	4	4	4	5	3	5	3	4	4	5	5	4	2	3	5	5	154
36	2	4	4	2	2	3	3	2	4	4	3	2	3	2	4	3	2	3	3	3	3	2	4	4	3	4	3	3	3	4	4	4	4	3	3	3	3	3	4	4	2	3	3	3	3	4	146
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No																																														Jumlah
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119	1	1	1	1	4	4	1	3	1	3	1	1	1	3	1	3	1	3	2	1	1	1	2	2	1	1	4	2	2	2	1	3	1	3	2	3	3	3	2	3	1	3	3	3	4	94
120	2	1	2	2	4	4	4	4	2	3	2	4	4	2	3	3	2	5	2	2	2	1	4	2	1	1	4	3	2	4	3	5	1	4	5	3	5	5	5	5	5	3	3	5	5	146
121	4	4	5	2	3	2	3	4	4	5	4	5	4	5	2	4	3	5	5	3	5	3	4	3	2	3	5	3	4	3	4	4	4	3	4	4	5	4	4	5	3	4	5	5	5	178
122	3	3	1	3	3	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	1	1	3	3	3	1	3	3	3	3	4	4	5	5	5	5	3	3	3	3	143
123	4	3	3	2	2	2	2	5	4	3	3	5	4	4	2	3	4	5	3	3	3	3	3	3	2	5	4	2	2	3	4	5	5	3	5	4	5	5	5	5	4	4	5	5	5	170
124	2	3	3	2	3	1	1	1	4	3	3	3	4	4	2	3	2	4	3	3	4	2	4	3	1	5	4	3	3	4	3	5	5	2	4	3	3	4	3	3	3	4	4	3	4	144
125	4	3	3	3	1	1	4	3	4	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	169
126	4	4	4	4	1	2	4	3	4	5	4	4	4	3	4	3	4	5	3	4	3	4	4	5	5	4	4	3	4	4	1	4	4	4	4	5	5	4	5	4	163				177
127	5	2	2	1	4	4	1	1	5	3	2	3	4	5	2	2	1	5	3	1	5	3	5	3	1	2	5	2	2	1	1	5	4	2	3	5	5	5	3	5	4	3	4	5	5	147
128	3	3	3	2	2	2	4	3	5	4	3	5	3	4	4	3	4	5	4	4	5	3	4	3	4	4	5	4	3	5	4	4	5	2	4	4	4	4	5	4	5	4	5	3	5	176
129	4	3	3	3	3	3	4	2	3	3	3	3	3	4	3	5	2	4	4	3	3	3	4	4	3	5	5	5	5	3	4	5	5	4	5	5	4	4	4	3	3	4	4	4	3	170
130	4	3	2	3	4	1	5	4	3	3	3	5	4	5	2	3	2	5	3	2	4	2	4	3	1	1	5	2	3	2	1	4	2	3	4	3	4	3	3	5	3	3	4	5	4	148
131	3	3	3	4	4	3	5	3	4	2	3	5	4	5	2	3	2	5	3	2	4	2	4	2	1	1	4	2	3	2	3	3	1	3	4	3	5	5	4	5	2	3	4	5	3	150
132	3	2	1	2	1	3	3	2	4	2	2	2	2	3	2	2	2	3	3	2	3	2	3	2	1	1	2	2	2	2	2	1	2	2	3	3	3	3	3	2	5	1	2	2	4	106
133	3	2	2	2	3	3	2	3	3	2	2	4	3	3	2	2	2	4	3	2	3	3	3	3	2	2	5	2	2	2	2	3	3	3	4	5	5	5	3	5	2	4	3	4	4	137
134	3	1	1	1	1	4	3	4	2	2	2	5	2	3	1	2	2	4	2	2	3	1	3	2	1	4	5	2	2	1	3	5	2	4	4	3	5	5	5	5	1	5	5	5	5	138
135	3	2	1	1	5	3	3	3	2	3	3	5	3	4	1	2	1	5	3	1	3	1	4	1	1	1	4	1	3	1	5	3	5	3	4	3	3	4	3	5	1	3	2	3	4	128
136	4	3	3	2	1	1	2	3	3	3	3	4	3	3	3	3	3	3	4	3	4	3	4	3	2	3	4	3	3	4	3	4	3	3	4	4	4	4	4	4	4	4	5	4		152
137	3	2	3	2	3	1	3	4	2	3	3	4	2	5	1	3	3	3	4	3	4	4	4	3	2	3	4	3	3	4	5	3	5	4	3	2	4	5	3	5	3	3	4	4	4	152
138	2	1	1	2	1	1	4	4	1	3	2	5	3	3	1	2	4	4	3	3	3	1	1	4	2	1	1	3	2	1	1	3	3	2	4	1	3	4	2	3	1	1	5	3	2	110
139	3	3	2	3	4	4	3	4	3	3	3	4	3	4	2	3	3	4	3	3	3	2	3	3	3	2	5	3	3	4	4	3	3	2	4	3	4	4	4	3	2	4	5	4	3	151
140	1	1	1	1	4	4	1	5	1	1	1	1	1	2	1	1	3	5	2	2	1	2	1	2	2	5	5	2	2	4	3	2	5	5	3	3	3	5	3	5	3	3	4	3	5	125
141	3	3	3	2	1	1	2	4	5	3	4	5	4	5	2	3	3	5	4	3	5	3	5	3	4	5	5	3	4	3	4	3	5	2	5	3	5	5	5	5	4	5	5	5	4	174
142	3	4	4	1	2	1	2	3	3	4	4	4	4	3	1	4	1	5	5	1	2	4	2	5	1	4	5	5	5	5	5	4	5	2	4	5	4	4	4	5	3	4	4	5	4	164
143	5	4	4	1	1	1	4	4	5	4	5	5	4	4	2	4	3	5	5	2	4	3	5	4	5	4	2	4	4	5	3	5	4	5	5	5	5	5	5	5	5	5	5	4		186
144	2	1	2	1	4	5	1	3	1	2	2	3	2	2	1	2	2	2	2	1	2	3	2	2	3	3	5	3	3	1	2	2	3	3	2	5	2	3	3	5	3	3	4	2	2	115
145	3	2	2	1	2	2	1	2	2	2	2	2	2	3	2	2	2	4	2	2	2	2	2	2	2	2	3	2	2	2	2	2	3	3	3	3	3	3	3	3	3	2	3	3	3	108
146	4	2	3	3	2	3	4	4	4	4	3	4	3	5	3	3	2	4	5	3	5	3	4	4	3	5	5	3	4	2	3	5	3	2	5	4	5	5	5	5	3	3	5	4	5	172
147	3	3	3	2	5	4	3	3	4	3	3	4	2	2	3	3	3	4	3	3	3	1	5	2	2	2	5	3	3	2	2	3	3	3	3	5	4	5	5	4	5	1	5	5	3	151
148	2	4	4	2	4	3	2	3	3	3	3	2	4	4	3	2	3	2	4	3	2	3	3	3	3	2	4	4	3	4	3	3	3	4	4	4	4	4	3	3	3	3	3	4	4	148
149	2	4	4	2	4	3	2	3	3	3	3	2	4	4	3	2	3	2	4	3	2	3	3	3	3	2	4	4	3	4	3	3	3	4	4	4	4	4	3	3	3	3	3	4	4	148
150	3	2	2	2	3	1	3	3	2	3	3	3	3	5	3	3	4	4	3	2	3	3	3	3	3	1	1	5	2	3	5	5	5	5	2	5	5	5	5	4	5	2	3	5	5	155
151	3	2	2	2	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	2	3	3	3	2	2	2	4	2	2	2	2	3	2	3	3	3	4	3	3	4	3	3	4	3	2	128
152	4	3	4	1	2	2	2	4	4	4	4	5	4	4	2	4	4	5	4	4	3	3	4	4	3	5	5	4	4	4	5	4	5	4	5	5	5	4	4	4	4	5	4	5	4	181
153	4	4	4	2	2	2	2	3	4	4	4	4	4	3	2	5	3	5	4	3	4	3	5	5	5	5	5	4	5	5	4	5	5	2	5	5	4	4	4	4	5	5				186
154	5	5	5	5	1	1	5	4	5	5	5	5	5	5	4	5	5	4	5	5	5	4	5	5	4	5	5	5	5	4	5	5	5	2	5	5	5	5	4	5	5	5	5	5	5	212
155	3	3	3	3	2	1	2	4	3	5	4	4	5	3	5	4	5	4	4	4	3	4	5	5	5	5	5	5	2	4	5	3	4	5	5	4	5	5	4	5	4	5	4	4		187
156	3	3	2	2	3	2	3	4	3	3	4	4	4	4	3	3	5	3	3	3	2	5	3	3	5	5	2	4	4	4	5	3	4	4	3	5	4	5	3	4	3	5	4	4		166
157	3	5	5	5	1	1	2	4	5	5	3	5	5	4	2	5	4	5	5	3	5	5	5	5	5	5	5	4	5	5	5	2	5	5	5	5	5	3	5	5	5	5	5	4		200
158	3	2	3	2	3	2	2	3	3	3	2	3	4	3	2	3	2	4	2	2	2	2	3	3	2	4	4	3	3	5	2	3	4	3	3	4	3	3	3	4	5	5	3	3	4	139
159	2	1	1	1	5	5	1	1	4	2	2	2	1	3	1	2	2	4	2	1	4	1	4	2	1	1	4	3	3	4	2	2	2	3	4	5	4	4	5	5	3	4	4	3	4	127
160	3	2	2	1	2	2	1	4	3	3	2	2	2	2	1	3	2	4	4	1	3	2	2	4	2	4	4	4	2	3	2	2	2	3	3	3	3	3	3	4	3	4	3	3	3	124
161	5	4	4	3	4	4	5	3	5	5	3	3	4	3	4	4	2	4	5	3	5	4	4	5	2	4	5	4	4	5	4	5	4	3	4	3	3	4	2	5	4	5	4	5	4	183
162	3	4	4	3	4	2	4	3	4	4	4	4	4	2	4	4	5	4	4	4	3	4	4	3	4	4	2	4	3	4	4	4	3	4	4	3	3	4	3	3	3	3	3	4		165
163	3	2	3	1	5	4	3	5	4	2	2	5	1	3	1	5	2	5	3	2	3	2	3	4	5	2	5	3	4	1	2	3	4	4	5	3	3	4	3	5	1	3	4	5	5	151
164	4	3	3	3	3	1	2	5	5	5	3	4	5	5	1	4	3	5	5	3	5	3	5	4	3	5	5	3	3	3	5	5	5	2	5	5	5	5	3	4	5	5	5	5	4	184
165	3	4	4	3	3	3	3	4	3	4	3	4	4	3	3	4	3	4	4	3	3	3	2	4	4	4	4	3	4	2	4	3	4	2	4	4	4	2	3	4	4	4	3	4	4	159
166	4	3	3	2	3	4	3	3	4	3	3	4	3	3	2	4	3	3	4	3	3	3	3	2	4	4	3	4	3	3	2	3	4	4	3	4	3	4	3	5	4	3	4	4	3	156
167	3	3	3	3	2	2	3	2	4	3	3	4	4	2	3	4	4	2	3	4	2	4	4	2	3	4	3	4	2	2	4	2	3	4	3	5	5	4	5	2	3	4	4	4	4	151
168	3	5	5	1	3	3	1	1	3	3	3	3	5	3	1	3	1	5	3	1	5	1	5	3	3	5	5	3	5	3	3	5	3	3	5	3	3	3	5	3	5	3	5	3	3	152
169	3	2	3	2	4	2	1	3	4	2	3	3	4	3	2	3	2	5	3	1	5	2	5	4	2	4	5	4	2	4	4	2	3	4	4	5	5	5	4	4	4	3	2	4	5	153
170	3	3	3	2	3	1	4	4	3	3	3	3	4	3	3	3	4	3	2	2	3	3	2	5	3	4	3	2	3	3	4	4	4	5	3	5	3	4	3	4	5	5	4	4	4	151
171	3	3	3	2	2	1	3	4	3	3	3	5	4	2	3	2	5	3	2	3	2	4	3	2	4	4	2	3	1	3	4	2	3	3	4	3	4	3	5	3	4	4	4	4	4	144
172	3	3	3	4	2	2	4	4	4	4	4	4	3	4	4	4	2	5	4	2	3	4	4	4	5	5	4	4	3	3	3	4	4	4	4	4	5	4	5	4	4	5	5	4	5	176
Jumlah																																														26104

No	Interval			Fi	%	Category	
1	88	-	102	6	3,49%		Low
2	103	-	117	13	7,56%	23,84%	Low
3	118	-	132	22	12,79%		
4	133	-	147	26	15,12%		Medium
5	148	-	162	46	26,74%	62,21%	Medium
6	163	-	177	35	20,35%		
7	178	-	192	17	9,88%		High
8	193	-	207	4	2,33%	13,95%	High
9	208	-	223	3	1,74%		
Sum				172	100,00%		

Highest score = 223

Lowest score = 88

Data range (R) = Highest score − Lowest score = 135

Number of interval classes (K) = 1 + 3.3 log n = 1 + 3.3 log 172

$$= 1 + 7.377 = 8.377 = 9$$

Interval length (P) = R/ K = 135 / 9 = 15

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat	Xi-Xrat	(Xi-Xrat)²	Fi(Xi-Xrat)²
1	88	-	102	6	6	95	570		-56.5291	3195.5357	19173.21437
2	103	-	117	13	19	110	1430		-41.5291	1724.6636	22420.62726
3	118	-	132	22	41	125	2750		-26.5291	703.7915	15483.41394
4	133	-	147	26	67	140	3640		-11.5291	132.9194	3455.905692
5	148	-	162	46	113	155	7130	151,5291	3.4709	12.0474	554.1784072
6	163	-	177	35	148	170	5950		18.4709	341.1753	11941.13423
7	178	-	192	17	165	185	3145		33.4709	1120.3032	19045.1539
8	193	-	207	4	169	200	800		48.4709	2349.4311	9397.72431
9	208	-	223	3	172	216	648		64.4709	4156.5008	12469.50254
Sum				172			26063				113940.8547

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{26063}{172} = 151,5291$$

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) = 147,5 + 15 \left(\frac{\frac{1}{2}.172 - 67}{46} \right)$$

$$= 147,5 + 15 \left(\frac{86 - 67}{46} \right)$$

$$= 147{,}5 + 15 \left(\frac{19}{46}\right)$$

$$= 147{,}5 + 15 \ (0{,}4130)$$

$$= 147{,}5 + 6{,}195$$

$$= 151{,}695$$

$$\text{Mo} = \text{b} + \text{p} \left(\frac{b_1}{b_1+b_2}\right) = 147{,}5 + 15 \left(\frac{20}{20+11}\right)$$

$$= 147{,}5 + 15 \left(\frac{20}{31}\right)$$

$$= 147{,}5 + 15 \ (0{,}6452)$$

$$= 147{,}5 + 9{,}678 = 157{,}178$$

$$S = \sqrt{\frac{\sum f_i(x_i - x_{rat})^2}{N}} = \sqrt{\frac{11394085}{172}} = \sqrt{666.321} = 25{,}813$$

Calculating Data Normality Using Chi Squared (χ^2)

$$\chi^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$$

No	Interval			Fi/Fo	Batas Kelas		Z		Z Tabel		L	Fh	χ^2
					Bawah	Atas	Bawah	Atas	Bawah	Atas	Luas/Proposisi	Frek. Ekspetasi	
1	88	-	102	6	87.5	102.5	-2.49	-1.90	0.0064282	0.0283948	0.022	3.778	1.306
2	103	-	117	13	102.5	117.5	-1.90	-1.32	0.0283948	0.0930622	0.065	11.123	0.317
3	118	-	132	22	117.5	132.5	-1.32	-0.74	0.0930622	0.2298514	0.137	23.528	0.099
4	133	-	147	26	132.5	147.5	-0.74	-0.16	0.2298514	0.4378031	0.208	35.768	2.667
5	148	-	162	46	147.5	162.5	-0.16	0.43	0.4378031	0.6650384	0.227	39.084	1.224
6	163	-	177	35	162.5	177.5	0.43	1.01	0.6650384	0.8435243	0.178	30.700	0.602
7	178	-	192	17	177.5	192.5	1.01	1.59	0.8435243	0.94429	0.101	17.332	0.006
8	193	-	207	4	192.5	207.5	1.59	2.17	0.94429	0.9851714	0.041	7.032	1.307
9	208	-	223	3	207.5	223.5	2.17	2.80	0.9851714	0.9974153	0.012	2.106	0.380
	Jumlah			172	$X^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$								7.909

Df = k-1 = 9-1 = 8

Chi Square tabel = 15,507

Chi Square hitung = 7,909

$$\chi_{hitung} \leq \chi_{tabel} = data\ normal$$

LEARNING MOTIVATION ANALYSIS UNIT

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	JML
1	4	3	5	3	1	3	3	3	5	5	3	3	3	3	1	1	5	3	3	1	2	2	2	3	5	1	2	3	2	5	1	5	2	5	101
2	5	5	5	5	5	1	5	3	5	5	4	3	5	5	5	5	5	5	1	5	4	5	4	5	5	5	2	5	5	5	5	3	5	1	146
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	5	1	1	5	1	5	1	5	102
4	5	3	5	5	4	3	3	4	5	4	3	5	2	5	4	3	5	4	2	1	3	3	5	2	4	3	2	3	4	4	3	3	3	3	120
5	5	3	5	5	4	2	5	2	5	5	3	3	5	5	4	5	4	5	2	5	4	5	4	4	5	1	4	5	4	5	5	5	5	5	143
6	4	5	5	5	3	2	5	3	4	4	3	3	3	5	5	3	5	5	1	3	3	2	3	4	4	4	1	5	3	4	3	4	3	5	124
7	4	3	5	4	3	3	5	3	5	5	4	4	4	5	4	4	3	4	3	1	5	5	4	2	5	3	1	3	2	4	2	5	5	5	127
8	4	5	1	1	3	2	3	2	5	4	3	4	3	5	5	3	4	4	3	3	3	3	2	3	4	1	3	5	4	3	3	5	3	5	114
9	4	4	5	5	2	2	3	2	5	5	3	2	5	4	3	3	5	5	4	1	3	4	3	3	5	1	2	2	2	3	3	3	4	4	114
10	3	2	5	3	3	3	3	2	3	3	2	2	3	4	3	4	2	3	3	3	2	2	2	2	4	1	2	4	2	2	2	5	3	5	97
11	4	3	4	3	4	3	3	2	3	4	3	3	2	4	3	3	3	3	3	2	3	3	3	3	3	2	4	3	3	4	2	3	4	4	106
12	3	5	5	5	4	2	3	1	5	5	3	1	5	5	3	2	5	4	1	4	4	3	3	2	5	2	1	4	3	3	2	5	5	5	118
13	3	2	2	3	2	4	3	1	1	3	4	3	2	3	5	2	2	1	4	2	3	4	2	1	3	5	3	1	2	3	1	2	1	5	88
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124	5	5	4	3	3	5	1	4	2	1	3	4	5	5	3	2	4	4	2	5	4	5	5	2	3	5	4	3	4	5	4	4	4	5	127
125	1	3	2	3	3	2	1	2	2	3	3	2	3	4	4	3	2	4	2	2	3	2	2	4	2	2	2	1	3	3	2	4	4	5	90
126	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	3	5	5	2	5	5	3	1	5	4	4	5	154
127	2	2	3	3	2	2	2	2	2	2	2	4	2	3	2	2	3	3	2	2	3	5	3	2	2	5	3	2	3	4	4	3	3	3	92
128	3	5	3	3	3	3	1	1	3	3	3	2	3	4	2	5	1	3	4	2	3	2	2	2	2	5	1	2	3	5	2	2	2	5	95
129	4	5	3	3	2	4	5	4	3	1	3	5	2	5	5	5	4	4	4	3	4	5	5	5	4	4	5	3	4	5	4	4	4	5	135
130	2	5	2	3	2	4	2	4	3	3	3	2	4	5	4	4	2	4	3	3	4	3	4	3	3	3	5	1	3	3	2	4	4	3	109
131	4	5	4	3	3	3	3	2	5	5	3	4	5	5	5	5	3	4	4	3	5	4	5	3	5	5	4	2	4	5	4	5	5	5	139
132	3	3	1	3	2	2	3	3	2	2	3	3	3	1	3	2	2	1	3	1	2	3	3	2	5	3	3	2	1	2	5	3	3	4	87
133	3	4	4	3	2	3	3	3	2	3	3	4	3	2	2	3	4	3	2	1	3	3	4	4	3	3	3	3	1	3	1	4	3	3	98
134	4	5	5	5	4	5	4	3	4	4	4	4	3	4	5	5	3	5	4	4	4	4	4	5	3	5	4	5	5	4	4	5	5	5	146
135	3	3	4	3	3	4	3	3	4	3	3	3	3	3	3	1	5	3	3	4	4	4	4	3	5	3	3	3	4	4	5	4	3	3	117
136	3	2	3	2	2	3	2	3	1	3	3	4	3	3	2	2	4	3	2	1	2	3	4	2	3	5	3	2	2	4	4	5	1	3	94
137	4	3	2	3	2	2	2	3	4	4	4	4	3	2	1	4	2	2	5	4	1	3	3	4	2	1	3	4	1	3	4	3	3	4	99
138	5	3	3	4	5	4	4	3	5	3	4	5	3	4	5	3	3	5	2	3	5	3	3	1	4	5	3	5	5	2	2	3	4	3	124
139	4	3	2	2	1	4	2	3	2	4	2	3	3	3	2	3	3	1	2	3	3	3	3	2	3	4	3	2	1	2	2	3	3	4	90
140	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	3	4	5	5	2	4	5	1	5	4	2	5	4	5	1	146
141	1	2	5	3	4	4	2	3	2	4	2	2	2	4	4	2	2	2	2	4	2	2	2	2	3	1	2	4	5	1	3	1	4	1	89
142	3	2	2	4	2	3	2	1	2	3	3	4	3	2	4	2	3	1	2	1	2	3	4	2	4	3	2	1	1	4	3	5	3	5	91
143	5	4	5	4	4	4	5	4	5	4	4	5	4	5	3	3	2	3	5	3	5	3	3	2	5	4	2	5	3	4	5	5	4	4	135
144	2	2	4	2	3	3	2	4	3	3	2	4	1	3	1	4	3	4	3	1	3	3	3	3	3	3	5	2	3	3	5	3	3	2	98
145	5	5	4	4	5	3	4	4	4	5	5	5	2	4	5	4	3	5	5	2	3	4	4	4	5	4	3	5	5	5	5	5	5	1	141
146	1	5	1	5	4	5	3	4	4	2	3	2	1	1	3	4	3	2	5	5	3	4	4	3	4	3	3	3	5	4	4	3	2	4	112
147	3	4	5	2	2	4	3	5	4	2	3	3	4	4	3	2	3	2	4	2	2	5	5	3	5	2	5	5	2	3	1	4	5	5	116
148	5	3	4	3	1	3	4	3	2	3	1	4	2	5	2	4	4	3	3	3	1	1	3	3	4	2	4	3	3	3	1	4	5	5	104
149	5	1	3	4	4	4	3	4	2	5	3	4	5	3	2	2	2	4	2	3	3	4	3	5	4	2	4	2	3	5	3	5	4	5	117
150	4	3	5	3	5	1	3	3	3	3	5	5	3	3	3	3	1	1	5	1	3	3	1	2	2	2	3	5	2	3	5	1	5	1	101
151	5	5	5	5	4	5	3	5	5	3	5	5	4	3	5	5	5	5	5	1	5	5	5	4	5	4	5	2	2	5	1	1	5	5	142
152	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	102
153	5	3	5	5	3	4	3	3	3	4	5	4	3	5	2	5	4	3	5	1	4	4	1	3	3	5	3	5	3	2	4	2	4	3	121
154	4	4	4	4	4	5	3	4	4	4	5	5	4	4	3	4	5	5	5	1	4	5	3	4	4	4	4	2	3	4	3	1	5	4	131
155	4	2	4	4	4	2	3	2	2	4	5	4	4	4	4	2	4	4	5	1	4	4	3	3	4	2	2	3	3	4	3	3	3	3	113
156	3	5	4	5	3	4	3	4	4	2	5	5	4	5	4	5	4	4	5	1	5	5	3	3	2	5	4	4	1	1	5	3	4	2	126
157	3	3	3	4	3	5	4	4	4	3	5	4	3	5	4	5	3	5	5	1	4	4	2	5	3	5	4	2	2	2	2	5	3	5	124
158	2	3	3	2	3	5	5	5	2	3	3	3	4	4	2	3	4	2	3	3	4	4	2	3	1	5	2	3	3	4	3	1	5	2	106
159	5	4	5	3	3	3	3	4	3	3	5	3	2	3	3	4	3	4	3	1	5	5	2	3	4	4	4	2	1	2	5	2	4	1	111
160	5	3	5	5	1	4	2	4	5	2	5	5	3	3	5	5	4	5	4	1	5	4	1	4	5	4	4	1	4	4	5	1	5	1	124
161	4	5	5	5	1	3	5	4	5	3	4	4	3	3	3	5	5	3	5	1	5	5	3	3	2	3	3	3	3	4	5	2	4	4	125
162	4	3	5	4	4	3	3	3	5	3	5	5	4	4	4	5	4	4	3	3	4	3	1	5	5	4	2	3	2	2	5	1	5	3	123
163	4	5	1	1	2	3	3	4	3	2	5	4	3	4	3	5	5	3	4	1	4	3	3	3	3	2	3	2	3	3	5	2	4	1	106
164	4	4	5	5	4	2	2	4	3	2	5	5	3	2	5	4	3	3	5	1	5	2	1	3	4	3	3	3	3	2	3	2	5	1	109
165	3	2	5	3	2	3	3	3	3	2	3	3	2	2	3	4	3	4	2	3	3	3	3	2	2	2	3	3	3	2	5	3	4	1	97
166	4	3	4	3	2	4	3	3	3	2	3	4	3	3	2	4	3	3	3	2	3	3	2	3	3	3	3	3	4	3	3	3	3	2	102
167	3	5	5	5	1	4	4	4	3	1	5	5	3	1	5	5	3	2	5	1	4	5	4	4	3	3	4	2	1	2	5	1	5	2	115
168	3	2	2	3	1	2	4	2	3	1	1	3	4	3	2	3	5	2	2	3	1	2	1	3	4	2	5	3	4	1	5	2	3	1	88
169	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	101
170	3	3	4	4	2	2	3	3	3	3	3	3	2	3	4	4	1	4	2	3	3	2	3	4	5	5	3	2	3	2	5	3	4	4	107
171	5	3	5	4	3	2	2	3	5	3	5	5	3	5	4	5	1	2	5	1	4	3	1	4	3	4	2	1	1	2	5	1	5	4	111
172	3	3	3	3	1	2	4	4	3	1	3	3	2	2	2	5	1	3	4	1	3	3	2	2	1	2	4	4	4	1	5	4	3	2	93
Jumlah																																			19941

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No	Interval			Fi	%	Category	
1	87	-	94	15	8.72%		Low
2	95	-	102	17	9.88%	34.30%	Low
3	103	-	110	27	15.70%		
4	111	-	118	36	20.93%		Medium
5	119	-	126	35	20.35%	51.16%	Medium
6	127	-	134	17	9.88%		
7	135	-	142	15	8.72%		High
8	143	-	150	7	4.07%	14.53%	High
9	151	-	159	3	1.74%		
	Sum			172	100.00%		

Highest score = 159

Lowest score = 87

Data range (R) = Highest score – Lowest score = 72

Number of interval classes (K) = 1 + 3.3 log n = 1 + 3.3 log 172

$$= 1 + 7.377 = 8.377 = 9$$

Interval length (P) = R/ K = 72 / 9 = 8

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat	Xi-Xrat	(Xi-Xrat)²	Fi(Xi-Xrat)²
1	87	-	94	15	21	91	1365		-26.3721	695.4873	10432.30936
2	95	-	102	17	38	99	1683		-18.3721	337.5338	5738.074635
3	103	-	110	27	65	107	2889		-10.3721	107.5803	2904.668469
4	111	-	118	36	97	115	4140		-2.3721	5.6268	202.5657112
5	119	-	126	35	130	123	4305	117.372093	5.6279	31.6733	1108.566793
6	127	-	134	17	147	131	2227		13.6279	185.7198	3157.237426
7	135	-	142	15	162	139	2085		21.6279	467.7664	7016.495403
8	143	-	150	7	169	147	1029		29.6279	877.8129	6144.690103
9	151	-	159	3	172	155	465		37.6279	1415.8594	4247.57815
	Jumlah			172			20188				40952.18605

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{20188}{172} = 117.3721$$

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f} \right) = 110,5 + 8 \left(\frac{\frac{1}{2}.172 - 65}{36} \right)$$

135

$$= 110{,}5 + 8 \left(\frac{86-65}{36}\right)$$

$$= 110{,}5 + 8 \left(\frac{21}{36}\right)$$

$$= 110{,}5 + 8 \, (0{,}5833)$$

$$= 110{,}5 + 4.6664$$

$$= 115{,}166$$

$$\text{Mo} = \text{b} + \text{p} \left(\frac{b_1}{b_1+b_2}\right) = 110{,}5 + 8 \left(\frac{9}{9+1}\right)$$

$$= 110{,}5 + 8 \left(\frac{9}{10}\right)$$

$$= 110{,}5 + 8 \, (0{,}9)$$

$$= 110{,}5 + 7.2 = 117.7$$

$$S = \sqrt{\frac{\sum f_i (x_i - x_{rat})^2}{N}} = \sqrt{\frac{40952.18605}{172}} = \sqrt{238{,}094} = 15.430$$

Calculating Data Normality Using Chi Squared (χ^2)

$$X^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$$

No	Interval			Fi/Fo	Batas Kelas		Z		Z Tabel		L	Fh	χ²
					Bawah	Atas	Bawah	Atas	Bawah	Atas	Luas/ Proposisi	Frek. Ekspetasi	
1	87	-	94	15	86.5	94.5	-2.00	-1.48	0.02271	0.069132	0.046	7.985	6.164
2	95	-	102	17	94.5	102.5	-1.48	-0.96	0.069132	0.167567	0.098	16.931	0.000
3	103	-	110	27	102.5	110.5	-0.96	-0.45	0.167567	0.328029	0.160	27.599	0.013
4	111	-	118	36	110.5	118.5	-0.45	0.07	0.328029	0.529135	0.201	34.590	0.057
5	119	-	126	35	118.5	126.5	0.07	0.59	0.529135	0.722926	0.194	33.332	0.083
6	127	-	134	17	126.5	134.5	0.59	1.11	0.722926	0.866504	0.144	24.695	2.398
7	135	-	142	15	134.5	142.5	1.11	1.63	0.866504	0.948288	0.082	14.067	0.062
8	143	-	150	7	142.5	150.5	1.63	2.15	0.948288	0.984101	0.036	6.160	0.115
9	151	-	159	3	150.5	159.5	2.15	2.73	0.984101	0.996835	0.013	2.190	0.299
Jumlah				172	$X^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$								9.192

Df = k-1 = 9-1 = 8

Chi Square tabel = 15,507

Chi Square hitung = 9.192

$$\chi_{hitung} \leq \chi_{tabel} = data\ normal$$

DATA ANALYSIS UNIT ABILITY TO UNDERSTAND THE CONTENT OF SHORT STORIES

No	Butir Soal								JML
	1	2	3	4	5	6	7	8	
1	3	3	3	3	1	1	5	3	22
2	4	3	2	5	4	5	1	5	29
3	3	3	3	3	3	3	3	3	24
4	3	5	2	5	4	3	5	4	31
5	3	3	5	5	4	5	4	5	34
6	3	3	3	5	5	3	5	5	32
7	4	4	4	5	4	4	3	4	32
8	3	4	3	5	5	3	4	4	31
9	3	2	5	4	3	3	5	5	30
10	2	2	3	4	3	4	2	3	23
11	3	3	2	4	3	3	3	3	24
12	3	1	5	5	3	2	5	4	28
13	4	3	2	3	5	2	2	1	22
14	4	3	2	3	5	2	2	1	22
15	3	3	3	3	3	3	3	3	24
16	2	3	4	4	2	4	2	3	24
17	3	5	4	5	2	2	5	4	30
18	2	5	2	5	2	3	4	3	26
19	4	2	3	3	4	2	5	3	26
20	5	3	3	4	2	4	1	4	26
21	5	3	3	4	2	4	1	4	26
22	1	3	4	2	4	3	5	3	25
23	3	1	4	3	3	3	5	3	25
24	2	5	4	3	3	4	5	3	29
25	3	1	4	5	2	1	5	3	24
26	3	2	3	2	2	3	5	3	23
27	1	1	4	4	3	2	5	3	23
28	4	1	2	3	1	4	5	3	23
29	1	2	3	5	3	4	5	4	27
30	4	1	4	2	3	2	4	3	23
31	5	5	2	3	2	3	1	2	23
32	4	1	4	5	3	2	4	3	26
33	5	1	3	3	2	4	4	2	24
34	5	1	3	3	2	2	4	2	22
35	1	2	5	5	3	4	5	1	26
36	5	1	3	2	4	4	1	2	22
37	2	3	4	3	3	4	2	1	22
38	1	2	1	3	2	1	3	1	14
39	1	2	4	2	4	4	3	2	22
40	4	4	1	3	5	3	1	1	22
41	1	2	3	2	1	3	4	3	19
42	3	1	3	3	4	5	1	3	23
43	2	2	4	3	5	2	1	3	22
44	3	2	4	2	3	3	3	1	21
45	1	1	4	3	4	2	1	3	19
46	1	1	2	2	3	1	2	2	14
47	2	3	3	3	3	4	2	1	21
48	5	5	4	3	3	3	2	3	28
49	5	1	3	3	2	2	4	2	22
50	5	1	3	3	2	2	4	2	22
51	3	2	1	3	1	3	5	3	21
52	1	2	1	3	4	1	3	2	17
53	3	2	3	2	2	3	5	3	23
54	1	3	4	2	4	3	5	3	25
55	3	1	4	3	3	3	5	3	25
56	1	1	4	4	3	2	5	3	23
57	2	3	4	4	3	3	5	5	29
58	2	1	4	3	3	4	5	3	25
59	3	2	4	4	4	5	3	3	28
60	4	2	3	3	4	2	5	3	26

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61	1	2	3	3	3	4	5	1	22
62	3	1	4	5	2	1	5	3	24
63	5	3	3	4	1	4	5	4	29
64	3	3	3	5	2	4	5	3	28
65	4	1	4	3	3	4	5	4	28
66	5	4	1	3	2	2	3	1	21
67	4	3	4	3	3	3	5	3	28
68	4	4	4	3	3	2	5	3	28
69	4	1	2	3	1	4	5	3	23
70	5	1	3	2	4	4	1	2	22
71	1	2	1	3	1	5	3	2	18
72	5	1	3	5	5	5	5	3	32
73	5	3	3	2	3	4	5	4	29
74	1	2	3	2	2	4	5	4	23
75	5	5	4	4	2	2	5	3	30
76	1	1	4	3	5	3	5	5	27
77	5	3	3	4	2	4	1	4	26
78	4	1	4	2	3	2	4	3	23
79	5	5	3	3	4	3	5	3	31
80	3	1	4	4	3	5	5	2	27
81	5	5	3	3	2	4	5	3	30
82	5	5	2	3	2	3	5	2	27
83	5	5	3	5	2	3	5	3	31
84	5	1	4	2	3	4	5	3	27
85	1	3	3	4	3	1	2	1	18
86	5	5	2	3	2	3	1	2	23
87	1	3	4	3	4	2	1	3	21
88	4	4	1	5	3	3	1	1	22
89	3	2	4	3	2	1	1	3	19
90	1	3	3	2	4	3	2	3	21
91	5	3	3	4	2	4	1	4	26
92	4	1	4	2	3	2	4	3	23
93	5	1	3	5	5	5	5	3	32
94	5	5	3	3	4	3	5	3	31
95	5	5	3	5	2	3	5	3	31
96	5	5	4	4	2	2	5	3	30
97	5	5	3	3	2	4	5	3	30
98	2	3	4	4	3	3	5	5	29
99	5	3	3	4	1	4	5	4	29
100	5	3	3	2	3	4	5	4	29
101	5	5	4	3	3	3	2	3	28
102	3	2	4	4	4	5	3	3	28
103	3	3	3	5	2	4	5	3	28
104	4	1	4	3	3	4	5	4	28
105	4	3	4	3	3	3	5	3	28
106	4	4	4	3	3	2	5	3	28
107	1	1	4	3	5	3	5	5	27
108	3	1	4	4	3	5	5	2	27
109	5	5	2	3	2	3	5	2	27
110	5	1	4	2	3	4	5	3	27
111	5	5	3	3	5	5	5	5	36
112	3	3	3	3	2	2	2	3	21
113	2	1	3	1	1	3	2	2	15
114	4	5	5	3	5	5	4	4	35
115	3	2	4	3	3	4	3	3	25
116	4	4	5	3	5	3	5	3	32
117	4	3	4	3	1	2	3	1	21
118	3	4	4	2	2	4	3	2	24
119	5	5	5	5	5	5	5	5	40
120	4	2	3	3	5	3	4	2	26

121	4	4	4	4	1	4	4	2	27
122	4	3	2	2	2	3	4	4	24
123	5	2	3	5	4	3	4	5	31
124	2	4	3	4	2	1	3	3	22
125	5	1	5	4	5	3	2	5	30
126	3	2	2	5	3	2	3	4	24
127	2	2	2	5	1	2	3	5	22
128	5	5	4	4	5	3	4	5	35
129	4	3	3	3	5	1	3	3	25
130	5	3	5	5	4	2	4	5	33
131	3	2	1	2	1	2	1	2	14
132	4	4	3	3	3	3	1	3	24
133	4	5	3	5	4	5	5	4	35
134	3	5	3	3	3	4	4	5	30
135	4	2	3	5	3	2	2	4	25
136	3	4	2	1	3	4	1	3	21
137	3	1	4	5	3	5	5	2	28
138	3	2	3	4	3	4	1	2	22
139	5	5	5	5	5	5	5	5	40
140	2	4	3	1	2	3	5	1	21
141	4	2	4	3	2	1	1	4	21
142	3	2	5	4	2	5	3	4	28
143	3	3	3	5	2	3	3	3	25
144	4	4	5	4	3	5	5	5	35
145	4	3	4	3	3	3	5	4	29
146	5	3	5	2	5	5	2	3	30
147	3	3	4	2	4	3	3	3	25
148	3	5	4	2	4	2	3	5	28
149	1	2	4	2	3	5	2	3	22
150	5	4	5	4	5	2	2	5	32
151	3	3	3	3	3	3	3	3	24
152	1	3	3	5	3	5	3	2	25
153	3	4	4	4	4	2	3	4	28
154	3	3	4	4	2	2	3	3	24
155	3	3	2	5	4	4	1	1	23
156	2	5	3	5	4	2	2	2	25
157	2	3	1	5	2	3	3	4	23
158	2	3	4	4	4	2	1	2	22
159	1	4	5	4	4	1	4	4	27
160	3	3	2	3	3	3	3	4	24
161	1	5	5	4	2	3	2	2	24
162	3	3	3	2	3	2	3	3	22
163	1	3	4	3	3	3	2	3	22
164	3	2	2	2	4	3	3	2	21
165	2	3	3	3	3	3	4	3	24
166	4	4	3	3	4	2	1	2	23
167	1	3	4	2	5	3	2	1	21
168	3	3	3	3	3	3	3	2	23
169	3	4	5	5	3	2	3	2	27
170	1	4	4	4	2	3	1	2	21
171	5	4	2	5	3	5	2	3	29
172	1	3	4	3	4	5	5	3	28
Jumlah									4401

No	Interval			Fi	%	Category	
1	14	-	16	4	2.33%		Low
2	17	-	19	6	3.49%	26.16%	Low
3	20	-	22	35	20.35%		
4	23	-	25	46	26.74%		Medium
5	26	-	28	40	23.26%	65.12%	Medium
6	29	-	31	26	15.12%		
7	32	-	34	8	4.65%		High
8	35	-	37	5	2.91%	8.72%	High
9	38	-	40	2	1.16%		
	Sum			172	100.00%		

Highest score = 40

Lowest score = 14

Data range (R) = Highest score – Lowest score = 26

Number of interval classes (K) = 1 + 3.3 log n = 1 + 3.3 log 172

$$= 1 + 7.377 = 8.377 = 9$$

Interval length (P) = R/ K = 26 / 9 = 2,8 = 3

No	Interval			Fi	Fk	Xi	Fi.Xi	Xrat	Xi-Xrat	(Xi-Xrat)²	Fi(Xi-Xrat)²
1	14	-	16	4	4	15	60		-10.517	110.617	442.4663
2	17	-	19	6	10	18	108		-7.517	56.512	339.0716
3	20	-	22	35	45	21	735		-4.517	20.407	714.2548
4	23	-	25	46	91	24	1104		-1.517	2.303	105.9210
5	26	-	28	40	131	27	1080	25.51744	1.483	2.198	87.9191
6	29	-	31	26	157	30	780		4.483	20.093	522.4265
7	32	-	34	8	165	33	264		7.483	55.989	447.9094
8	35	-	37	5	170	36	180		10.483	109.884	549.4201
9	38	-	40	2	172	39	78		13.483	181.779	363.5587
	Jumlah			172			4389				3572.9477

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{4389}{172} = 25{,}51744$$

$$Md = b + p \left(\frac{\frac{1}{2}n - F}{f}\right) = 22{,}5 + 3 \left(\frac{\frac{1}{2}.172 - 45}{46}\right)$$

$$= 22{,}5 + 3 \left(\frac{86 - 45}{46}\right)$$

$$= 22{,}5 + 3 \left(\frac{41}{46}\right)$$

$$= 22{,}5 + 3 \ (0{,}8913)$$

$$= 22{,}5 + 2.6739$$

$$= 25{,}1739$$

$$\text{Mo} = \text{b} + \text{p} \left(\frac{b_1}{b_1+b_2}\right) = 22{,}5 + 3 \left(\frac{11}{11+6}\right)$$

$$= 22{,}5 + 3 \left(\frac{11}{16}\right)$$

$$= 22{,}5 + 3 \ (0{,}6875)$$

$$= 22{,}5 + 2.0625 = 24.5625$$

$$S = \sqrt{\frac{\sum f_i (x_i - x_{rat})^2}{N}} = \sqrt{\frac{3572.9477}{172}} = \sqrt{207{,}730} = 4.558$$

Calculating Data Normality Using Chi Squared (χ^2)

$$\chi^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$$

No	Interval			Fi/Fo	Batas Kelas		Z		Z Tabel		L	Fh	χ^2
					Bawah	Atas	Bawah	Atas	Bawah	Atas	Luas/ Proposisi	Frek. Ekspetasi	
1	14	-	16	4	13.5	16.5	-2.64	-1.98	0.0042	0.0239	0.020	3.397	0.107
2	17	-	19	6	16.5	19.5	-1.98	-1.32	0.0239	0.0934	0.069	11.943	2.957
3	20	-	22	35	19.5	22.5	-1.32	-0.66	0.0934	0.2540	0.161	27.623	1.970
4	23	-	25	46	22.5	25.5	-0.66	0.00	0.2540	0.4985	0.245	42.055	0.370
5	26	-	28	40	25.5	28.5	0.00	0.65	0.4985	0.7436	0.245	42.157	0.110
6	29	-	31	26	28.5	31.5	0.65	1.31	0.7436	0.9053	0.162	27.825	0.120
7	32	-	34	8	31.5	34.5	1.31	1.97	0.9053	0.9756	0.070	12.089	1.383
8	35	-	37	5	34.5	37.5	1.97	2.63	0.9756	0.9957	0.020	3.456	0.690
9	38	-	40	2	37.5	40.5	2.63	3.29	0.9957	0.9995	0.004	0.649	2.809
Jumlah				172	$X^2 = \sum_{i=1}^{k} \frac{(f_o - f_h)^2}{f_h}$								10.517

Df = k-1 = 9-1 = 8

Chi Square tabel = 15,507

Chi Square hitung = 10,517

$$\chi_{hitung} \leq \chi_{tabel} = data\ normal$$