

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION
IN LEARNING ENGLISH AND THEIR ACHIEVEMENT IN
READING COMPREHENSION IN THE SECOND
SEMESTER OF THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL 10 BANDAR
LAMPUNG IN THE ACADEMIC
YEAR OF 2022/2023**

A Thesis

By:

**CHANDRA ADITIA NUGRAHA
NPM. 1811040369**



Study Program : English Department

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1445 H / 2023 M**

**THE CORRELATION BETWEEN STUDENTS' MOTIVATION IN
LEARNING ENGLISH AND THEIR ACHIEVEMENT IN READING
COMPREHENSION IN THE SECOND SEMESTER OF THE EIGHTH
GRADE OF JUNIOR HIGH SCHOOL 10 BANDAR
LAMPUNG IN THE ACADEMIC
YEAR OF 2022/2023**

A Thesis

**Submitted as Partial Fulfillment of Requirements
for S-1 Degree**

By:

Chandra Aditia Nugraha
NPM. 1811040369

Study Program : English Department

Advisor : M. Sayid Wijaya, M. Pd.
Co-Advisor : Sri Suci Suryawati, M. Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
1445 H / 2023 M**

ABSTRACT

The Correlation Between Students' Motivation in Learning English and Their Achievement in Reading Comprehension in The Second Semester of The Eighth Grade of Junior High School 10 Bandar Lampung in The Academic Year of 2022/2023

BY:
CHANDRA ADITIA NUGRAHA

Some students in junior high school 10 Bandar Lampung understand reading comprehension and some don't. On the other hand, students in Junior High School 10 Bandar Lampung had enough curiosity and motivation in learning English. This research was taken because motivation in learning English is one of the important things so that understanding when learning English can be absorbed optimally in the learning process at the school. Among other English skills, motivation to learn English plays an important role in the process of learning English, especially also playing an important role in students' achievement in reading comprehension. The objective of this research was to find out whether or not there is a correlation between students' Motivation in Learning English and their Achievement in Reading Comprehension at the second semester of the Eighth Grade of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023.

This research used correlation research design. The population of this research was the eighth grade of Junior High School 10 Bandar Lampung. The sample of this research were two classes, consisting of 62 students from those two classes. The data is collected by using Motivation in Learning English questionnaires and reading comprehension test. There were 50 questions for Motivation in learning English questionnaires and 50 questions for reading comprehension test which had been validated. After collecting the data of both variables, the data were analyzed by using SPSS version 25 with Pearson Correlation Formula.

After doing the hypothetical test, the result showed that the value of significant generated Sig- (P_{value}) = 0.009 < α = 0.05. As the result H_0 was rejected and H_1 was accepted. Thus, it can be concluded that there was a correlation between student's motivation in learning English and their reading comprehension achievement in eighth grades of Junior High School 10 Bandar Lampung in the academic year of 2022/2023. Then, the result of coefficient correlation between

student's motivation in learning English and their reading comprehension achievement was 0.169 which meant that the correlation of both variables was very low and positive. Its mean that, high motivation does not have much effect on achievement in reading comprehension, and vice versa even though students have low motivation, it does not mean that their reading comprehension scores are also low.

Keywords: Correlation, Learning English, Reading Comprehension, Students Achievement, Students Motivation.



ABSTRAK

The Correlation Between Students' Motivation in Learning English and Their Achievement in Reading Comprehension in The Second Semester of The Eighth Grade of Junior High School 10 Bandar Lampung in The Academic Year of 2022/2023

**OLEH:
CHANDRA ADITIA NUGRAHA**

Beberapa siswa di SMP Negeri 10 Bandar Lampung memahami pemahaman bacaan dan beberapa tidak. Di sisi lain, siswa di SMP Negeri 10 Bandar Lampung memiliki keingintahuan dan motivasi yang cukup besar dalam belajar bahasa Inggris. Penelitian ini diambil karena motivasi dalam belajar bahasa Inggris merupakan salah satu hal yang penting agar pemahaman ketika belajar bahasa Inggris dapat diserap secara maksimal dalam proses pembelajaran di sekolah. Diantara kemampuan bahasa Inggris lainnya, motivasi belajar bahasa Inggris memegang peranan penting dalam proses pembelajaran bahasa Inggris, terutama juga memegang peranan penting dalam pencapaian siswa dalam membaca pemahaman. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara Motivasi Belajar Bahasa Inggris siswa dengan Prestasi Belajar Membaca Pemahaman siswa kelas VIII SMP Negeri 10 Bandar Lampung semester kedua Tahun Ajaran 2022/2023.

Penelitian ini menggunakan desain penelitian korelasi. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 10 Bandar Lampung. Sampel penelitian ini adalah dua kelas, yang terdiri dari 62 siswa dari dua kelas tersebut. Data dikumpulkan dengan menggunakan kuesioner Motivasi Belajar Bahasa Inggris dan tes pemahaman bacaan. Terdapat 50 pertanyaan untuk kuesioner Motivasi Belajar Bahasa Inggris dan 50 pertanyaan untuk tes pemahaman membaca yang telah divalidasi. Setelah mengumpulkan data dari kedua variabel, data dianalisis dengan menggunakan SPSS versi 25 dengan rumus Pearson Correlation.

Setelah melakukan uji hipotesis, hasilnya menunjukkan bahwa nilai signifikan yang dihasilkan $\text{Sig-}(P_{\text{value}}) = 0.009 < \alpha = 0.05$. Hasilnya H_0 ditolak dan H_1 diterima. Dengan demikian, dapat disimpulkan bahwa ada hubungan antara motivasi siswa dalam belajar bahasa Inggris dan prestasi membaca pemahaman mereka di kelas delapan SMP Negeri 10 Bandar Lampung pada tahun ajaran 2022/2023. Kemudian, hasil koefisien korelasi antara motivasi siswa

dalam belajar bahasa Inggris dan prestasi membaca pemahaman mereka adalah 0,169 yang berarti bahwa korelasi kedua variabel sangat rendah dan positif. Artinya, motivasi yang tinggi tidak terlalu berpengaruh terhadap prestasi dalam pemahaman bacaan, dan sebaliknya meskipun siswa memiliki motivasi yang rendah bukan berarti nilai pemahaman bacaan mereka juga rendah.

Kata Kunci: Correlation, Learning English, Reading Comprehension, Students Achievement, Students Motivation.



DECLARATION

I hereby stated that the thesis entitled -The Correlation Between Student's Motivation in Learning English and Their Achievement in Reading Comprehension In The Second Semester of The Eighth Grade Of Junior High School 10 Bandar Lampung In The Academic Year of 2022/2023 is completely my work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, May 30th 2023

Declared by



Chandra Aditia Nugraha
NPM. 1811040369



**KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Let. H. Endro Suratmin I Bandar Lampung 35131, Telp. (0721) 703289

APPROVAL LETTER

Title : The Correlation Between Students' Motivation in Learning English and Their Achievement in Reading Comprehension at The Second Semester of The Eight Grade of Junior High School 10 Bandar Lampung in The Academic Year of 2022/2023

Student's Name : Chandra Aditia Nugraha

Student's Number : 1811040369

Department : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

M. Sayid Wijaya, M.Pd.
NIP.198803172015031006

Co-Advisor,

Sri Suci Suryawati, M.Pd.
NIP.

**The Chairperson of
English Education Study Program**

Dr. Moh. Muhassin, M.Hum.
NIP. 197708182008011012



KEMENTERIAN AGAMA
UIN RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Let. H. Endro Suratmin 1 Bandar Lampung 35131, Telp. (0721) 703289

ADMISSION

A Thesis entitled: **“The Correlation Between Students’ Motivation in Learning English and Their Achievement in Reading Comprehension at The Second Semester of The Eight Grade of Junior High School 10 Bandar Lampung in The Academic Year of 2022/2023”** by **Chandra Aditia Nugraha, NPM : 1811040369, Study Program : English Education**, has been successfully defended as Thesis Defence of the Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung. The Thesis defence was held on: **Thursday, August 10th 2023.**

BOARD OF EXAMINERS

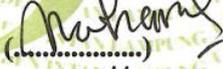
Chairperson : **Dr. Moh. Muhassin, M.Hum.**

Secretary : **M. Fikri Nugraha K, M.Pd.**

Primary Examiner : **Nunun Indrasari, M.Pd.**

1st Co-Examiner : **M. Sayid Wijaya, M.Pd.**

2nd Co-Examiner : **Sri Suci Suryawati, M.Pd.**


(.....)

(.....)

(.....)

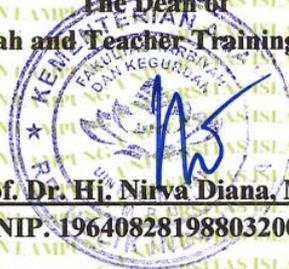
(.....)

(.....)

The Dean of
Tarbiyah and Teacher Training Faculty


Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002



MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (العلق/96: 1)

“Read in the name of your Lord, who created,”

(Q.S Al - Alaq; 1)¹



¹ Quran Surah Al - Alaq (Q.S 1) <https://tafsirq.com/96-al-alaq/ayat-1>

DEDICATION

From deep in my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My Prophet Muhammad SAW who bring us from the darkness into the bright era then I have the strength to finish this thesis with spirits.
2. My beloved parents Mr. Syafrinaldi and Mrs. Susanti always love me and keep on praying every time for my life and success. Thanks for all the motivation and support. I love them so much.
3. My beloved soulmate Verren Santika who always stand beside me in every difficult situation I face. Thanks a lot, you always support and help me in every difficulty.
4. My beloved brothers Aldy Santito Permana and Bima Sapta Dinata then my beloved younger brothers Dimas Muhammad Alif and Evan Dino Damar Zikra always give me love and support for finishing this thesis.
5. My beloved lecturers and advisors who are always patient in giving direction in working on this thesis.
6. My beloved friends are always supporting me and giving me the motivation.
7. All of the part of English Education E class 18 who always help me when I need your all help and thank you, guys.

CURRICULUM VITAE

The Researcher's name is Chandra Aditia Nugraha. He was born on June 13th, 2000 in West Sumatra, Padang Panjang City. He is the third son of the couple Mr. Syafrinaldi and Mrs. Susanti. He has two older brothers and two younger brothers; his first older brother's name is Aldy Santito Permana and the second is Bima Sapta Dinata then the name of the first younger brother is Dimas Muhammad Alif and the second is Evan Damar Zikra.

He accomplished his formal education at Kinder Garden TK Kartika Chandra Kirana and Elementary School at SDN 03 Kota Padang Panjang until he finished in 2012. After that, he continued his Junior High School at SMPN 01 Kota Bumi and finished in 2015. Then, he continued his Senior High School at SMAN 3 Kota Solok and finished in 2018.

Stepping to higher education in 2018, he was accepted to one of The State Universities of Bandar Lampung namely The State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for study in the English Department of Tarbiyah and Teacher Training Faculty through UM-PTKIN.

Researcher



Chandra Aditia Nugraha

ACKNOWLEDGMENT

First, all praise is due to Allah, the most merciful, the most beneficent for blessing and mercy are given to the researcher during his study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis is entitled **“THE CORRELATION BETWEEN STUDENTS’ MOTIVATION IN LEARNING ENGLISH AND THEIR ACHIEVEMENT IN READING COMPREHENSION IN THE SECOND SEMESTER OF THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL 10 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2022/2023”**.

This thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' ask in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the researcher would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana M. Pd. the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staff, who have given an opportunity and forbearance to the researcher when ongoing the study until the end of this thesis completion.
2. Dr. Moh. Muhassin, M. Hum head of English Study Program at UIN Raden Intan Lampung has provided an opportunity for the researcher to grow and learn until finally completes this thesis
3. M. Ridho Kholid, M. Pd. secretary of English study program at UIN Raden Intan Lampung has patiently guided me until completion of this thesis
4. M. Sayid Wijaya, M. Pd. the first Advisor, has patiently guided and directed the researcher for the completion of this thesis as well.

5. Sri Suci Suryawati, M. Pd. the Co-Advisor, has guided with full of patience from the first till the researcher completed this thesis.
6. Sri Budi Karyadi, M. Pd. as the principal of SMP Negeri 10 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
7. Asri Rinawati, S. Pd English teacher at SMP Negeri 10 Bandar Lampung has given guidance and spirit in conducting this research.
8. All lecturers of the English Department of UIN Raden Intan Lampung, have taught the researcher since the first year of her study.
9. My Parents and My big families always support me.
10. My Soulmate has given me support, motivation, and power.
11. My Best Friend from English Education E class 18 to be my partner since 2018 till now.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for other researchers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, May 30th 2023

The Researcher



Chandra Aditia Nugraha
NPM. 1811040369

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
ABSTRAK	iv
DECLARATION	vi
APPROVAL	vii
ADMISSION	viii
MOTTO	ix
DEDICATION	x
CURRICULUM VITAE	xi
ACKNOWLEDGEMENT	xii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDIXES	xviii
CHAPTER I INTRODUCTION	
A. Title Confirmation	1
B. Background of The Research	4
C. Identification and Limitation of the Problem	11
D. Formulation of the Problem	11
E. Objective of the Research	11
F. Significance of The Research.....	12
G. Relevant Previous Research	13
H. Writing Systematic.....	17
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Reading	19
1. Definition of Reading	19
2. Types of Reading.....	21
3. Reading Principle.....	24
4. Reading Process.....	25
5. Reading Comprehension.....	27
6. Aspects of Reading	31

7. Reading Comprehension Process.....	33
8. Reading Ability.....	34
9. Reading Comprehension Achievement	35
B. Motivation	36
1. Definition of Motivation.....	36
2. Types of Motivation	37
3. Aspect of Motivation	40
4. Function of Motivation Learning.....	41
5. Motivation in Learning Language	42
6. Correlation Between Motivation and Reading.	43
C. Frame of Thinking.....	46
D. Hypothesis.....	47

CHAPTER III RESEARCH METHODOLOGY

A. Time and Place of The Research.....	49
B. Research Design.....	49
C. Population, Sample, and Collecting Data.....	50
D. Definition of The Operational Variable	53
E. The Data Collection Tecnique.....	55
F. Instrument of The Research	56
G. Validity And Reliability	61
H. Prerequisite Test.....	67
I. Hypothesis Testing.....	68

CHAPTER VI RESEARCH RESULTS AND DISCUSSION

A. Result of The Research	71
1. Students Motivation Questionnaire	71
2. Reading Comprehension Test	81
B. Discussion	85

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	89
B. Discussion	89
1. For Students	89
2. For English Teachers.....	89
3. For Further Research.....	90

REFERENCES

APPENDIX

LIST OF TABLES

	Page
1. Table 3.1 : Data On The Number of Class VIII.....	51
2. Table 3.2 : The Number of Students as Sample.....	52
3. Table 3.3 : Blueprint of Motivation Questionnaires	57
4. Table 3.4 : The Scoring System Response On Students Motivation.....	58
5. Table 3.5 : Interpretation of Students Category Motivation.....	58
6. Table 3.6 : Blueprint of Reading Comprehension Test	60
7. Table 3.7 : Interpretation of Correlation Coefficient	66
8. Table 4.1 : Students Motivation Descriptive Statistical Test Result	72
9. Table 4.2 : The Result of Students Motivation Categories	74
10. Table 4.3 : Reading Comprehension Descriptive Test Result	75
11. Table 4.4 : The Students Reading Comprehension Achievement Score	77
12. Table 4.5 : The Distribution of Each Students Reading Score & Criteria	79
13. Table 4.6 : The Students Reading Comprehension Achievement Score	81
14. Table 4.7 : The Result of Normality Test	82
15. Table 4.8 : The Result of Linearity Test	83
16. Table 4.9 : The Result of Hypothetical Test	85

LIST OF FIGURES

	Page
1. Figure 2.1 : Frame Of Thinking.....	47
2. Figure 4.1 : The Result Of Students Motivation.....	73
3. Figure 4.2 : The Result Of Reading Comprehension Achievement	76



LIST OF APPENDIXES

- Appendix 1 : Transcription Of Preliminary Research
- Appendix 2: Motivation in Learning English Questionnaires
- Appendix 3: Students Try Out Score of Non-Sample
- Appendix 4: Students Score of Reading Comprehension
- Appendix 5: Score of Students Motivation in Learning English
- Appendix 6: Expert Validation Form for Motivation in Learning English
- Appendix 7: Expert Validation Form for Reading Comprehension Test
- Appendix 8: The Result of Students Questionnaires Motivation
- Appendix 9: The Result Sheet of Students Reading Comprehension
- Appendix 10: Documentation of The Research
- Appendix 11: The Validity Result of Motivation in Learning English
- Appendix 12: The Validity Result of Reading Comprehension Test
- Appendix 13: The Result of Reliability Instruments
- Appendix 14: The Result of Students Motivation Categories
- Appendix 15: The Result of Students Motivation Score (TRY OUT)
- Appendix 16: The Result of Students Reading Score (TRY OUT)
- Appendix 17: The Result of Students Motivation Score
- Appendix 18: The Result of Students Reading Score
- Appendix 19: The Result Sheet of Motivation Score (TRY OUT)
- Appendix 20: The Result Sheet of Reading Score (TRY OUT)
- Appendix 21: Reading Comprehension Text
- Appendix 22: Surat Keterangan Pra Penelitian
- Appendix 23: Surat Keterangan Penelitian
- Appendix 24: Surat Keterangan Bebas Plagiat
- Appendix 25: Silabus Pembelajaran

CHAPTER 1

INTRODUCTION

A. Title Confirmation

In order to reinforce the subject matter of this research, it is necessary to explain the terms in the following title, namely “The Correlation Between Students’ Motivation in Learning English and Their Achievement in Reading Comprehension at the Eighth Grade of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023”. By the explanation in the title, it is hoped that it can eliminate reader’s misunderstanding in understanding the next study material. The terms that need explanation are as follows.

1. Correlation

Correlation is a collection of techniques for measuring the relationship between two variables, the basic idea of correlation analysis is to report the relationship between two variables. Variable X (horizontal line in the graph) and variable Y (vertical line in the graph) which is a non-linear relationship, positive or negative.¹ It means that correlation is one of the techniques in statistics that connect two variables in quantitative form. Correlation origin of the word is "Correlation" which means: "connection, two" related meanings.² This research consists of two variables. The independent variable of this research is students’ motivation in learning English, which is symbolized by X, while the dependent variable is students’ English reading Comprehension Achievement, which is symbolized by Y.

1. Students’ Motivation

Motivation is defined as driving or the driving force that conditions the individual and then directed to achieve a goal. A person will only learn if he/she has willingness to learn.

¹ Lind, Marchal, dan Wathen. “*Statistical Techniques in Business and Economics with Global Data Sets*”. Thirteenth Edition. McGraw-Hill Companies. New York. (2008). P. 463.

² S.Wojowasito dan Titowasito W. “*Complete English Indonesian-Indonesian English Dictionary*”, (Bandung, Publisher Hasta, 1990), P. 33.

There is a will to the study shows that the individual has motivation to learn³. The notion of students is a person who comes to an institution to obtain or study some type of education.⁴ It means that the success in the learning process cannot be separated from students' motivation. From the explanation above, in this research will focus on Students' Motivation in Learning English at Junior High School 10 Bandar Lampung in the Eighth Grade.

2. Learning English

Learning is a business process carried out individual to obtain a new behavior change as a whole, as a result of the individual's own experience in interaction with the environment⁵. English is one of the international languages. It has become the language of communication in the international world so that there is not a single country that does not learn it as a language of communication for students and businessmen⁶. Learning English means learning four language skills and its components. The language skills are listening, speaking, reading, and writing, and the language components are grammar, vocabulary, and sound system. In learning all language skills and other language components, reading takes important roles since it always takes part.⁷ Then from the explanation above, this research focuses on Learning English at Junior High school 10 Bandar Lampung in the Eighth Grade.

³ Soedibyo, Setyobroto. "*Sports Psychology*". Jakarta: PT Anem Kosonf Anem. (1989). P.11

⁴ Shafique Ali Khan, Al-Ghazali's. "*Philosophy of Education* ", Bandung: Pustaka Setia, (2005), P. 62.

⁵ Slameto, *Learning and the Factors Affecting It*, Jakarta: Rineka Create, (2010). P.12

⁶ Dr. Ahmad Izzan, M.Ag. *English Learning Methodology*, National Library of Catalog in Publication (KDT), Bandung: Humaniora. (2010). P.168.

⁷ Dilla Silviana Anggi Putri. *The Use of Jigsaw II Technique and Still Pictures Combination to Improve Students' Vocabulary Mastery*. Journal of English Language Teaching. ELT FORUM 2 (2) (2013). P.2

3. Students Achievement

Students are those who specifically submitted by parents to take part in learning organized in schools with the aim of becoming human beings who have knowledge, skill, experience, personality, character, and independence⁸. Achievement is the result that has been achieved (from what has been do, done, and so on). Defining learning achievement is the result of learning activities that are expressed in the form of symbols, numbers, letters or sentences that reflect the desired result have been achieved by students⁹. Students' achievement is an activity that can satisfy a need there is a great tendency to repeat it then Students achievement in this research focuses on reading achievement. In addition, reading achievement is a widely-used term in education to cover a range of information about students' reading performance¹⁰. It means that reading achievement usually refers to the use of reading skills to read grade-level material with a good level of fluency and comprehension. In this research focuses on Student Achievement in reading comprehension at Junior High School 10 Bandar Lampung in the Eighth Grade.

4. Reading Comprehension

Reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge¹¹. Comprehension is the result of learning, for example participants students can explain in

⁸ Ali, M. *Teachers in the Teaching and Learning Process*. Jakarta: New Script. (2010).

⁹ M Fathurohman and Sulistyorini, *Study and Learning*, (Yogyakarta:Teras. 2012), P.213

¹⁰ Luisa Araujo. *Reading Literacy Achievement*. Instituto Superior de Educac, a~o e Cie^ncias. Italy: European Commission. 2015. P.5404

¹¹ Cline, F., Johnstone, C., & King, T. *Focus Group Reaction to Three Definition of Reading (as Originally Developed in Support NARAP Goal 1)*. Minneapolis, M.N.: National Accessible Reading Assessment Project. (2006). P.2

their own sentence structure what read or heard, giving other examples of what has been exemplified by the teacher and use the application instructions in other cases¹². Reading comprehension is a process of making meaning from texts¹³. It means that readers do not build meaning from the printed words contained directly in essays or paragraphs; they build meaning from pieces of information, whole sentences, that are correlated in those essays. So, from the explanation above, Reading Comprehension in this research refers to the reading comprehension of students at Junior High School 10 Bandar Lampung in the Second Semester of the Eighth Grade.

B. Background of The Problem

Reading is very important in education because we know that reading is the foundation for learning and understanding other skills such as speaking, listening, and writing. Because when students write something in an essay or answer questions in multiple-choice exercises, students must read first to find the answers. Of course, by mastering reading, students can also easily develop the other abilities and increase knowledge of skills in other fields such as listening, speaking, and writing. Then Motivation in learning is also able to have a significant impact on student achievement, and the motivational boost will provide positive things for these students, especially motivation in learning English. Students who are more motivated to learn persist longer, produce higher quality performance, learn more deeply, and perform better in class and on standards assessments. Beside that Learning without motivation is also likened to a machine in a vehicle, if the engine is good then the vehicle will run well and if not, then the vehicle will not run properly and in reading activity

¹² Nana Sudjana, *Assessment of Teaching and Learning Results*, Bandung: Rosdakarya Youth, (1995). P. 24

¹³ Muliawati, *Reading Comprehension Achievement: A Comparative Study between Science and Socia Science Students*.

(*Journal Studies In English Language and Education*, 4(1), 92-104, 2017), p. 94.

also motivation can be viewed as a stimulus that drives students to be more focused on the text to get a better understanding of the text being read. Students' motivation is one of the most significant things in the learning process. Without motivation, the purposes of learning are tough to be achieved. When students have it in the learning process, they will more understand with the materials, especially in learning English.¹⁴ It means that the success in the learning process cannot be separated from students' motivation. Then the situation of the English teaching and learning process in eighth grade of Junior high school 10 Bandar Lampung is also good. Which is included with the enthusiasm and motivation provided by the teacher and has made the classroom atmosphere fun and interesting but the teacher's efforts do not fully provide maximum results to make these students more enthusiastic in learning English this is because these students only learn soberly which is not based on the heart or intention and seems to only learn what it is because it is only a formality of responsibility as a student. This of course requires more effort in the teaching and learning process, especially in motivating students so that they are more moved and increase their motivation in learning English. And to ascertain how far the student's motivation is in learning English, this research was conducted in order to be able to provide a result of student motivation in learning English which is expected to be one of the references to solve the problem of lack of student motivation in learning English which is certainly related to Reading Comprehension or other variables.

Elizabeth said that reading is about understanding composed content. It is a complex activity that involves both perceptions and thought. Reading is one of the basic skills which is not simply to translate word by word but needs to be acquired during a language course¹⁵. It means that reading is understanding information in the form of writing, this activity involves

¹⁴ N. Purnama, N. S. Rahayu, Rasi Yugafati." *Students' Motivation in Learning English*". PROJECT (Professional Journal of English Education). Vol.2 Num.4, (2019). P. 539.

¹⁵ Elizabeth, S. "*Teaching Reading: Educational Practices Series-12*". International Academy of Education, (2004) p. 6.

perception and a reasoned mind. Reading is a basic ability that is not only interpreted word by word but we also have to understand it from the courses we have learned so far. Addition Danielle said that reading is an exceptional accomplishment when one considers the number of levels and competence that is mastered¹⁶. It means that reading has a very important and significant role in developing the ability to excel in all fields and levels that have been mastered. For students reading is the foremost imperative thing in progressing reading comprehension and knowledge, especially towards English as a second language because by reading students can understand the information in literacy. However, reading is not a favorite activity for Indonesian students. Rosita carried out research at a Senior high school in Jakarta. Her research explored problems related to reading comprehension. The findings indicated that most of the students had little interest in reading. The reason for this is varied. There do not know how to read effectively not understanding the text due to complex grammar and vocabulary and have an interest in the topic¹⁷. Nowadays, this phenomenon does not only happen in Jakarta but also in the most of Junior High School in Indonesia, including in Junior High School 10 Bandar Lampung. There are many students less practice reading because they do not understand and less practice checking the meaning in the dictionary.

Based on preliminary research in junior high school 10 Bandar Lampung by interviewing the English teacher Mrs. Asri Rinawati, S.Pd. in this school is to know students' problems, especially in reading comprehension. From the results of the interview, she said that she did not find problems when teaching but found many difficulties and problems with the students themselves. Then she said lack of student motivation in learning English and now rely more on translation than with a dictionary,

¹⁶ Danielle S. McNamara, "*Reading Comprehension Strategies*". New York: Laurence Erlbaum Associates, (2007) p. 3.

¹⁷ Evaries Rosita, "*Do young kids lack reading culture?*" (The Jakarta Post)", In Journal news Jakarta Post Todays Paper 22 January 2009 (Jakarta Post:2009), p. 1.

then she continued that this was also the impact of last year's covid then she said that the weak understanding of students in understanding reading, of course also because of the impact of online learning so that when they study face-to-face when the teacher told to read, they are difficult to read. Then she said when teaching reading students were quite understanding when they found mistakes in doing reading questions but they are very poor in spelling, their reading skills are very lacking. surely students have a lot of difficulties, especially they lack of reading and also vocabulary. But if their superior class is quite good, but when the class is below them it is difficult to understand the reading comprehension. then she said that there are classes whose students are enthusiastic about learning English and some are not enthusiastic about learning English in other words they are difficult in learning English because basically maybe from seventh grade they already think that English lessons are difficult, from image this may make students' motivation to learn in English to be less but their motivation is there because they want to know, yet we teach it must be repeated in explaining it.

Furthermore, students of the eighth grade at Junior high school 10 Bandar Lampung have some other and same difficulties in reading text knowing from an interview. They said that they are happy to learn English and some also say that they are not happy. But most of them said they found difficulties in learning English, the reason is some of them do not understand the meaning and some of them have difficulty because English is a foreign language then there are also those who don't understand about determining the main idea in reading questions, although most of them have motivation when learning English, there are also those who have no motivation at all, some of them are passionate about learning English and some of them are not at all and then their motivations are also varied, such as some who are passionate about learning, some like it and then become enthusiastic, some are not at all because they think that English is difficult. Then most of them also find many difficulties in learning reading, the reasons are also varied, some of them are difficult to interpret the

meaning of the reading problem and some of them are difficult to understand because the text is long. And in the last question of the interview, most of them answered that they would ignore English lessons if the English material was difficult but there were also those who wanted to learn until they understood it.

But some students in junior high school 10 Bandar Lampung understand reading comprehension and some don't. On the other hand, students in Junior High School 10 Bandar Lampung had enough curiosity and motivation in learning English. As explained above that the teacher also explained that when she taught reading, the student had curiosity motivation in learning reading. Based on the phenomenon above, motivation is something that causes someone to do something. Elliot et al in Hastomo, state that "motivation is an inside state that stimulates us to activity, pushes us in specific directions, and keeps us engaged in certain activities".¹⁸ From these definitions, in plain language, it can be said that motivation is what gets you to do something and keeps your behavior until your goal is achieved. From the explanation above, it can be concluded that achievement in reading comprehension should not be separated from motivation in learning English, even though it is not impossible if students already have motivation in learning English but get low scores in achievement in reading comprehension. Therefore, this research will measure the correlation between two variables, specifically the first variable is students' motivation in learning English, and then the second variable is their achievement in reading comprehension at the second semester of the eighth grade of Junior High School 10 Bandar Lampung.

This research was conducted to examine, especially to knowing the correlation between students' motivation in learning English and Their achievement in Reading Comprehension, this research was taken because motivation in learning English is one

¹⁸ Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. "Educational psychology: Effective teaching, effective learning (3rd ed.)". (2000) Boston, MA: McGraw-Hill College. (2016). P. 283.

of the important things so that understanding when learning English can be absorbed optimally in the learning process at the school. Literature, among the other skills of English, Motivation to learn English plays an important role in the process of learning English, especially it also plays an important role in students' achievement in reading comprehension. There are many studies were investigating the significant correlation between students' motivation in learning English and Their achievement in Reading Comprehension.

The first previous research was conducted by Ivana Sinatra Marbun, Reina Adelina Sipahutar, the entitled title "The Correlation between Motivation and Students' Achievement in Reading Comprehension at SMP Negeri 8 Grade VIII Pematangsiantar"¹⁹. This research analyzed the questionnaire motivation and reading score to measure the correlation between two variables, The population of this research is the eighth grade of SMP Negeri 8 Pematangsiantar, and the sample is the students of VIII-8. After getting the data, they are analyzed by using Pearson Product Moment Formula. The finding shows that H_0 is rejected and H_a is accepted ($r_{xy} > r_{table}$). And after calculating the scores between intrinsic motivation and extrinsic motivation, it is found out that the highest score is extrinsic motivation. It means that extrinsic motivation dominantly influences the students' achievement in reading comprehension. Therefore, it can be concluded that motivation has the significant correlation with the students' achievement in reading comprehension at SMP Negeri 8 Grade VIII Pematangsiantar.

The second previous research was conducted by Nadia Purnawati, Irawan Suprpto, Rini Susilowati, the entitled title "The Correlation Between Students' Motivation and Reading

¹⁹ Ivana Sinatra Marbun , Reina Adelina Sipahutar, Journal: "The Correlation between Motivation and Students' Achievement in Reading Comprehension at SMP Negeri 8 Grade VIII Pematangsiantar". Faculty of English Education (Pematangsiantar: University of HKBP Nommensen Pematangsiantar 2016), JETAFL (Journal of English Teaching as a Foreign Language).

Comprehension At The Ninth Grade Students Of SMPN 03 Kotabumi Academic Year 2020/2021”²⁰. This research analyzed the questionnaire motivation and reading score to measure the correlation between two variables, the samples of the research were 40 students who were chosen by using proportional random sampling technique. The instruments used in this research were questionnaire and test. Questionnaire was used to measure students' motivation, meanwhile the test was used to measure students' reading comprehension. Then, to prove the hypothesis of the research and the data, this research used Pearson Product Moment correlation. The result showed that $r_{xy} = 0.392$, and $r_{table} = 0.312$. It means that H_0 is rejected, and H_a is accepted. From the result of significant test, it was found that $t_{observed} = 2.6298$ and t_{table} is 2.027. Based on the result of the data analysis, it can be concluded that there is significant correlation between students' motivation and the reading comprehension at the ninth-grade students of SMPN 03 Kotabumi in academic year 2020/2021.

From the previous research, there are several differences. The first research to find out the correlation between motivation and students' achievement in reading comprehension. In this first previous research just focuses in students' motivation in reading comprehension meanwhile in this research focuses in students' motivation in learning English. The second research was to find out the correlation between students' motivation and reading comprehension. In this second previous research just focuses in students' motivation in study meanwhile in this research focuses in students' motivation in learning English.

So, in this research was conducted with the title “The Correlation Between Students' Motivation in Learning English and Their Achievement in Reading Comprehension at the Eighth

²⁰ Nadia Purnawati, Irawan Suprpto, Rini Susilowati., Journal: “*The Correlation Between Students' Motivation And Reading Comprehension At The Ninth Grade Students Of Smpn 03 Kotabumi Academic Year 2020/2021*” Universitas Muhammadiyah Kotabumi. Journal Griya Cendikia, Volume 7, Num.2, July 2022. P. 515.

Grade of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023?''.

C. Identification and Limitation of The Problem

To provide identification and limitations in this research, it will be explained below:

1. Identification of The Problem

Based on the written background, this research will provide the following information about the problem to be used as research materials:

- a. Students lack motivation in learning English.
- b. Students lack of motivation or interest in learning vocabulary, especially in learning reading.
- c. Students' lack of understanding when solving reading comprehension problems.
- d. Students were afraid to learn English.

2. Limitation of The Problem

To decide the problems of this research that will be discussed as follows:

- a. This research is focused on students' motivation in learning English and their achievement in reading comprehension at the second semester of the Eighth Grade of Junior High School 10 Bandar Lampung.

D. Formulation of The Problem

Based on the Formulation of the problem, this research is formulated in the following question:

1. Is there any correlation between students' motivation in learning English and their achievement in reading comprehension in the Eighth Grade of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023?'

E. Objective of The Research

Based on the statement of the problem above, the objective of the research is:

1. To find out whether or not there is a correlation between students' motivation in learning English and their

achievement in reading comprehension at the second semester of the Eighth Grade of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023’.

F. Significance of the Research

The result of the research is hoped to give significance to the following people:

1. Theoretical Contribution

The results of this research are expected to be useful for readers, to give the information and understanding of The Correlation between Student’s Motivation in Learning English and their Achievement in Reading Comprehension.

2. Practical Contribution

The benefits that can be obtained from this research are divided into three: students, teachers, and researchers.

a. For Students

After knowing the result of the correlation between students’ motivation in learning English on their reading comprehension skills, hopefully, students with low achievement in reading will be more interested to read English.

b. For Teachers

The teacher hopefully can stimulate students’ motivation in reading English so that they can improve and keep their reading comprehension.

c. For Researchers

The result of the research is expected to give reference to the next research that conducted similar research. This research also hopefully can enrich other researchers’ knowledge of whether learning achievement is related or not with motivation in learning English

G. Relevant Previous Research

Many research has reported exposing the identification of student's achievement in learning English to make the teaching and learning process more effective some of the research findings are consciously below:

The first previous research was conducted by Viona Rosalina²¹, 2014 with the title "The Correlation between Students Motivation and Their English Learning Achievement" (The Correlational research at the Second Grade of the SMAN 3 TANGSEL). The result of this previous research is that there is no correlation between motivation and the student achievement in English. It showed from the result that the r_{value} is lower than r_{table} , which is $0.143 < 0.355$.

This first previous research has similarities and differences with this research. The similarity is both of the studies were conducted under a quantitative research design. The second similarity is both the studies are finds out a correlation between motivation and English achievement. On the other hands, the differences between this research and the previous research are in the object of the research and the source of the data. The object of the previous research is students at senior high school meanwhile the object of the research in this research is the students of junior high school 10 in Bandar Lampung. Then the source of the data of the previous research is the report book and the source of this research is students reading scores.

The second previous research is the research conducted by Nur Rafasah²², 2019 with the title "The Correlation between the Students" Motivation and Their Achievement in Studying

²¹ Viona Rosalina, Thesis: "*The Correlation between Students Motivation and Their English Learning Achievement*" (Jakarta: UIN Jakarta, 2014).

²² Nur Rafasah, Thesis: "*The Correlation between the Students Motivation and Their Achievement in Studying English*" (Banda Aceh: UIN Ar-Raniry, 2019).

English” (A Correlational Study at SMAN 1 Woyla)”. This second previous research showed the result r_{xy} is 0.719 and the result from r_{table} in 5% significance level is 0.355. So r_{xy} is bigger than r_{table} or it can be stated that $r_{xy} > r_{table}$; $0.719 > 0.355$.. Thus, there is a strong correlation between students' motivation and their achievement in studying English at SMAN 1 Woyla for the 2018/2019 academic year.

The second previous research and this research also have similarities and differences. The first similarity is both of the studies are conducted under a quantitative research design. The second similarity is both of the studies are to find out the correlation between motivation and English achievement. On the other hand, the first differences between this research and the previous research are the object of the research and the source of the data. The object of the previous research is students at senior high school meanwhile the object of the research in this research is the students of eighth grades junior high school 10 in Bandar Lampung. Then the difference between the second previous research and this research is that the second previous research focused on achievement in studying English, meanwhile this research focuses on achievement in reading comprehension. Then the last differences in the source of the data of the previous research are report books and the source of this research is students reading scores.

The third previous research is the research conducted by Mohammad Khoirul Manan²³, 2017 with the title “The Correlation Between Students’ Motivation in Reading English Textbooks And Their Achievement In Reading Comprehension”. This research aimed to find out the correlation between students’ motivation in reading English textbooks and their achievement in reading comprehension. This research used correlation method and quantitative approach. The population of this research was all

²³ Mohammad Khoirul Manan, Thesis: “The Correlation Between Students’ Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension”. (Semarang:UIN Walisongo,2017).

second semester students of English Language Teaching Department of Teacher Training Faculty of Walisongo Islamic State Walisongo Semarang in the academic year 2016/2017. And the participants were 42 students. The instruments of this research were questionnaire and test. The questionnaire was to measure students' motivation in reading English textbooks, and the test was to measure their reading comprehension. First, the data was analyzed, to find out the mean in order to measure the quality of students' motivation in reading English textbooks and students' achievement in reading comprehension. Then, the data analyzed hypothetically using Pearson product moment. From the analysis of the data, it showed the results that the quality of students' motivation in reading English textbooks.

The third previous research and this research also have similarities and differences. The similarity is both of the studies are conducted under a quantitative research design. On the other hand, the first differences between this research and the previous research are the subject of the research and the object of the research. The subject of the previous research is all second semester students of English Language Teaching Department of Teacher Training Faculty of Walisongo Islamic State Walisongo Semarang. Meanwhile the subject of the research in this research is the students of eighth grades junior high school 10 in Bandar Lampung. Then the second difference in the object of third previous research object focused on Motivation in Reading English Textbooks, meanwhile in this research focuses on Motivation in learning English.

The fourth previous research is the research conducted by Dian Ayu Putri Assary²⁴, 2021 with the title "The Correlation Between Students' Motivation In Online Learning And Their Reading Comprehension Of The Eighth Graders At SMPN 4 Ponorogo". This research applied correlative research to know the

²⁴ Dian Ayu Putri Assary, Thesis: "The Correlation Between Students' Motivation In Online Learning And Their Reading Comprehension Of The Eighth Graders At Smpn 4 Ponorogo". (Ponorogo:IAIN Ponorogo,2021).

correlation between students' motivation in online learning and their reading comprehension of the Eighth Graders at SMPN 4 Ponorogo. The population in this study is 240 students of the eighth graders. This research used purposive sampling with 31 samples from the VIII H class. The technique of data collection is questionnaire and reading comprehension test. To analyze data, the writer used the formula of product moment Pearson as her data analysis technique.

The fourth previous research and this research also have similarities and differences. The similarity is both of the studies are conducted under a quantitative research design. On the other hand, the first differences between this research and the previous research are the subject of the research and the object of the research. The subject of the previous research is students Eighth Graders at SMPN 4 Ponorogo, meanwhile the subject of the research in this research is the students of eighth grades junior high school 10 in Bandar Lampung. Then the second difference is the object in the fourth previous research object focused on Motivation in Online Learning, meanwhile in this research focuses on Motivation in learning English.

The last previous research is the research conducted by Andini Nurul Khotimah²⁵, 2019 with the title "The Correlation Between Extrinsic Motivation Reading Comprehension Achievement of English Education Study Program Students at Sriwijaya University". The objective of this research was to find out whether or not there was a significant of English Education Study Program Students at Sriwijaya University. The sample of this study is 70 students from the fourth semester of English Education Study Program at Sriwijaya University in academic year of 2018/2019. The technique of data collection, this research used by Motivation for Reading in English Questionnaire (MREQ) and reading comprehension test.

²⁵ Andini Nurul Khotimah, Thesis: "The Correlation Between Extrinsic Motivation Reading Comprehension Achievement Of English Education Study Program Students at Sriwijaya University". (Palembang:Universitas Sriwijaya,2019).

The last previous research and this research also have similarities and differences. The similarity is both of the studies are conducted under a quantitative research design. On the other hand, the first differences between this research and the previous research are the subject of the research and the object of the research. The subject of the previous research is students from the fourth semester of English Education Study Program at Sriwijaya University in academic year of 2018/2019, meanwhile the subject of the research in this research is the students of eighth grades junior high school 10 in Bandar Lampung. Then the second difference is the object in the last previous research object focused on Motivation for Reading in English Questionnaire (MREQ), meanwhile in this research focuses on Motivation in learning English.

H. Writing Systematic

The systematics in writing a research proposal is divided into three chapters, in which there are sub-chapters as follows:

1. Chapter I: Introduction In this chapter, in this chapter will discuss the title affirmation, background of the problem, identification of the problem, formulation of the problem, the purpose of the research, benefit of the research, relevance studies, and writing system.

2. Chapter II: Literature Review In this chapter, in this chapter only presents two sub-chapters theory and hypothesis, in sub-chapter theory, some points involve the definition of reading, types of reading, reading principle, reading process, reading comprehension, aspects of reading, reading comprehension process, reading ability, definition of motivation, types of motivation, aspect of motivation, function of motivation learning, frame of thinking.

3. Chapter III: Research Method In this chapter, the research will discuss the time and place of the research, type of the research, population, sample, and collecting data, population, sample, collecting data operational variable definition, an instrument of the research, validity and reliability test of the data include: construct, content and items validity, the last one is the hypothesis testing. But

because in this research hasn't researched so in this chapter will discuss the plan of the research to do the research.

4. Chapter IV: Finding and Discussion, explains data analysis. Research finding and discussion.

5. Chapter V : Closing, there are Conclusion and Recommendations.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading

Brown said that, Reading is likewise a skill that teachers simply expect learners to acquire.²⁶ It mean that reading is one of the critical aptitudes that must be aced in learning English. The capacity in reading will offer assistance the understudies to comprehend the content and its meaning. Dialect components such as, vocabulary, structure and numerous other to understanding the meaning of the content can back the capacity of reading.

Richard and Schmidt²⁷, state that reading perceives composed content in arrange to get its substance. This will be done noiselessly (quiet reading). The understanding that result is called reading comprehension concurring to them. It means that the point is that when we read what is needed is calm so that we can understand and know the important substance contained in the reading then we can conclude the results of the substance that we have obtained earlier which is what is meant by reading comprehension.

Harmer,²⁸ says reading is called open aptitude, and responsive abilities are how individuals extract meaning from the talk they see or listen and persistent when we read a story or a daily paper, tune in to the news, or take a portion in discussion we utilize our past information as we approach the method a comprehension and we utilize a extend of responsive aptitudes, which one we utilize will be decided by our reading or listening purpose.

²⁶ Brown, “*Language Assessment Principles and Classroom Practices.*” (2003). Longman. p. 185.

²⁷ Richards, Jack C and Richard Schmidt, “*Longman Dictionary of Language Teaching and Applied Linguistics*”, 3rd Ed., London: Pearson Education Limited, 2002, p.443.

²⁸ Harmer, Jeremy. “*The Practice of English Language Teaching.*” (2003) New York: Longman, p. 199.

Jain and Patel²⁹, state that reading is certainly an important activity for expanding knowledge of a language. It means that reading is most useful for skills of the people. This skill is more important than speaking and writing. It is additionally critical action in any language course. Reading isn't as it were a source of data and an involvement movement but too as a implies of information of the dialect. Hence, the learner of English must know and make it as a propensity in reading English. Since reading propensities not as it were offering assistance the learner to induce information of English from distinctive world, but moreover exceptionally accommodating in pass on the command.

Jeffries Linda³⁰, says reading is one important way to improve the general language skills in English. Reading is very important because of many reasons. The first is reading helps students to think in English. It means that reading spurs the understudies to think in English to get it the meaning composed by the analyst. The second is reading can enlarge students' English vocabulary. Its mean that Reading can enrich students' vocabulary because many new and rare vocabularies can be found in a text. The third reason is reading can help the students improve their writing. By reading many kinds of texts intensively, the student's vocabularies will increase. So, the student's ability in arranging and paraphrasing sentences will increase too.

Johnson³¹ states that Reading is the hone of utilizing content to make meaning. The key words are creating and meaning. In case there's no meaning being made, there's no reading taking put. Its mean that the point is that reading more will add insight and understanding in deepening the meaning of a word, because if you only read without understanding the

²⁹ Patel, M.F. & Praveen M. Jain. *“English Language Teaching Methods Tools & Techniques.”* (2008) Jaipur: Sunrise Publisher & Distributor, p. 114.

³⁰ Linda Jeffries. *“More Reading Power.”* New York: Addison-Wesley Longman, 1996, p.293.

³¹ Johnson, Andrew. *“Teaching Reading and Writing.”* (2008) Maryland: Rowman and Littlefield Publishing Group, Inc, p. 3.

meaning of each word then it's just useless, therefore reading by understanding every meaning of the word in the reading will quickly sharpen our understanding in understanding every meaning of the word.

Linsey³² states that reading could be a set of aptitudes that includes making sense and determining meaning from the printed word. It implies that reading comprises of numerous sorts aptitudes that ended up one and the final result is reading action. It's meant that the point is that reading is one of the continuous talents between understanding and instinct in interpreting the meaning contained in the reading, therefore reading is one of the important things in sharpening the potential in interpreting meaning in a sentence.

2. Types of Reading

Brown,³³ states that there are four types of reading as follows:

a. Perceptive

Perceptive reading assignment include attending to the components of huge extends of talk: letters, words, accentuation, and other graphemic images. Bottom up is inferred.

b. Selective

This category is to a great extent an artifact or appraisal designs. In arrange to discover one's reading acknowledgment of lexical, syntactic, or talk highlights of dialect inside an awfully brief extend of dialect, certain normal assignment is utilized, picture errands, coordinating, true/false, different choice, etc. A combination of bottom-up and top-down preparing may be utilized.

c. Interactive

The center of an intuitively errand is to distinguish pertinent highlights (lexical, typical, linguistic, and talk)

³² Linsey, Caroline. *Practical English Language Teaching Young Learners.* (2006) Singapore: The McGraw-Hill Companies, Inc, p. 69.

³³Brown, *Language Assessment Principles and Classroom Practices.* (2004). Longman. p. 189

inside writings of decently shorth length with the objective of holding the data that's handled. Top-down handling is ordinary of such errands, in spite of the fact that a few occasions of bottom-up execution may be fundamental.

d. Extensive

Extensive reading applies to writings of more than a page, up to and counting proficient articles, expositions, specialized reports, brief stories, and books.

Schmidt³⁴, states that different types of reading comprehension are frequently recognized, agreeing to the readers purposes in reading and the sort of reading utilized. The following are commonly referred to:

- a. Literal comprehension: reading in arrange to get it, keep in mind, or review the data unequivocally contained in a section.
- b. Inferential comprehension: reading in arrange to discover data which isn't unequivocally expressed in a section, utilizing the readers encounter and instinct, and by deducing (inferencing).
- c. Critical or evaluative comprehension: reading in arrange to compare data in an entry with the reader's possess information and values.
- d. Appreciative comprehension: reading in arrange to pick up an enthusiastic or other kind of esteemed reaction from a section.

Patel and Jain³⁵, states that classified type of reading as intensive reading and extensive reading.

a. Intensive Reading

Intensive reading is reading that's related to move forward advance in dialect learning based on what the

³⁴ Serravalow, Jennifer. *Teaching reading in small groups.* (2010) Portsmouth, NH: Heneimann, p. 483.

³⁵ Ibid Patel, M.F. & Praveen M. Jain. *English Language Teaching Methods Tools & Techniques.* (2008) Jaipur: Sunrise Publisher & Distributor, p. 117.

teacher's direction,³⁶ the aim of intensive reading is to find specific information. Texts which are used in intensive reading is short texts. Furthermore, Brown³⁷, defines intensive reading as a classroom-oriented activity in which students as readers focus mostly on linguistic or semantic detail of passages.

According to Patel and Jain, classified type of reading as intensive reading and extensive reading.

1) Many characteristics correlated to intensive reading are:

- a) It helps readers to developed their vocabulary.
- b) The teacher on instructor acts as the main role in intensive reading.
- c) Linguistic items are developed through intensive reading.
- d) Being dynamic at utilizing language is the point, of intensive reading.
- e) Intensive reading is reading aloud.

b. Extensive Reading

Patel and Jain³⁸, state that extensive reading is reading for fun. Finding certain kind of information or looking for detail information is not the main purpose in extensive reading. So, the passage used in extensive reading are more casual and longer rather than in intensive reading. Extensive reading is done to get general understanding of long text such as book, long article or

³⁶ Ibid Patel, M.F. & Praveen M. Jain. “*English Language Teaching Methods Tools & Techniques.*” (2008) Jaipur: Sunrise Publisher & Distributor, p. 119

³⁷ Brown, H. D. “*Teaching by Principle: An Interactive Approach to Language Pedagogy*”. (2000), Second Edition. Longman. San Fransisco: California, p.312.

³⁸ Ibid Patel, M.F. & Praveen M. Jain. “*English Language Teaching Methods Tools & Techniques.*” (2008) Jaipur: Sunrise Publisher & Distributor, p. 120.

essay³⁹. Some characteristics which are correlated to extensive reading are:

- 1) It helps readers to enrich their vocabulary.
- 2) Extensive reading is silent reading.
- 3) Subject matter will be emphasized in extensive reading.
- 4) The readers act as the main role in extensive reading.
- 5) Through extensive reading, the idea can be developed.
- 6) To enrich readers' knowledge is the aim of extensive reading.
- 7) Good reading habit can be developed through extensive reading.

3. Reading Principle

Hammer⁴⁰, states that there are six principles of reading, they are:

- a. Encouraging students to read as often and as much as possible.
The teacher has to encourage the student to read as much as possible in order to become a good habit. So, the student will be easier to understand while they read the text.
- b. Students need to be engaged with what they are reading.
When the understudies are reading extensively, they should be included in joyful reading. The educator ought to attempt to assist them get as much joy from it as possible.
- c. Encouraging students to respond to the content of a text.

³⁹ Brown. H. D. "Teaching by Principle: An Interactive Approach to Language Pedagogy". (2000), Second Edition. Longman. San Fransisco: California, p.323.

⁴⁰ Harris, Karen R. And Graham Steve. "Teaching reading Comprehension students with learning difficulties." (2007) London, New york: Guilf.. Publication Inc. p. 101.

- d. Students have to studying reading texts in class in order to find out such things as the way they use language. The teacher must give students a chance to respond to the message in some way.
- e. Prediction is a major factor in reading. Book covers give us a clue about what is in the books. We can identify reports as reports from their appearance before we read a single word. From the book cover, the feature, the web-page pennant our brain begins anticipating what we are aiming to studied.
- f. Match the task to the topic when using intensive reading text. Once choice has been taken approximately what reading content the understudies are planning to perused (based on their level, the subject of the content and its phonetic and actuation potential), we ought to select great reading assignment.
- g. Good teachers exploit reading texts to the full.
Great instructors coordinated the reading content into curiously lesson groupings, utilizing the subject for dialog and advance assignment, utilizing the language for consider and after that enactment and employing a run of exercises to bring the content to life.

4. Reading Process

Grabe,⁴¹ states that there are many reading processes as follow:

- a. Fluent reading is certainly a rapid and efficient process.
Reading is efficient not only in terms of the overall reading rate, but also in terms of the ways that various processing skills work together smoothly. When we perused, we arrange quick and programmed word acknowledgment, syntactic parsing, meaning arrangement, content comprehension building, inferencing, basic assessment, and linkages to earlier

⁴¹ Grabe, William. "Reading in a Second Language: Moving from Theory to Practice." (2009), USA: Cambridge University Press, p. 14.

information assets. We do seemingly without effort and with all processes synchronizing in time.

- b. Reading is centrally a comprehending process.

We read to understand what the writer intended to convey in writing, though we also do more. Reading and comprehension should not be equated. Comprehension is a more all-encompassing concept than reading. Nonetheless, as fluent readers, we assume that comprehension is a central goal. After all, we seldom pick up a newspaper or magazine and expect not to understand.

- c. Reading is an interactive process in two ways.

Reading is also an interactive between the reader and the writer. The text provides information that the author wants the reader to understand in certain ways. Readers too brings a wide run of foundation information to reading, and she or he effectively builds the meaning of the content by comprehending what the author extreme and by translating it in terms of the foundation information actuated by readers.

- d. Reading is a strategic process.

In that number of the expertise and forms in reading call for exertion on the portion of readers to expect content data, select key data, organize and rationally summarize data, screen comprehension, repair comprehension breakdowns, and, coordinate comprehension yield to readers objectives.

- e. These multiple efforts also require that reading be a flexible process.

As reader purpose shifts, as comprehension is impeded, or as interest varies, the reader adjusts reading process and goals. The flexibility demonstrated by fluent readers keeps the processes and purposes aligned with each other. Of course, this alignment between processes and purposes points out the fact, as already discussed, that reading is also a purposeful process.

- f. Reading is also a continuously evaluative process.

At one level, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading).

- g. Ongoing evaluation make reading a learning process.

All reading activity is a learning process in one sense or another. Learning, as rehearsal, occurs even when we decide to review and check a grocery list or see what information is required to fill out a form. With almost any text we read, the evaluation process makes reading a learning process as we make decisions about how to respond to the text.

- h. Reading is a linguistic process.

There are clear and obvious limits to background knowledge and reasoning as foundations for reading. The processing of linguistic information is central to reading comprehension.

In conclusion, the method of reading comprehension is the readers read the materials to connected and assess between the intellect of the perused and the dialect of the content, interpreting and meaning is vital to the readers, that he uses to relate the printed words, to discover the meaning, to interpret and to put into action, and to assimilate into his total experience.

5. Reading Comprehension

Westwood⁴², states that reading comprehension is a dynamic considering prepare through which a readers intentioned builds meaning to make a more profound understanding of concepts and data displayed in a content. To comprehend, readers must utilize data they as of now have to channel, translate, organize and reflect upon the approaching data from the page. It means that reading comprehension could be a energetic considering plan through which a readers

⁴² Peter Westwood, "What Teacher Need to Know about Reading and Writing Difficulties". (2008), Australia: ACER Press, p. 31.

aims builds meaning to create a more significant understanding of concepts and information shown in a content. To comprehend, readers must utilize information they as of presently need to channel, interpret, organize and reflect upon the approaching information from the page.

Serravallo,⁴³ states that reading comprehension could be a considering and understanding at the meaning behind the text. The quintessence of reading act could be a comprehension: it gets to be essential challenge in educating or learning of reading expertise. In arrange to memorize or to get it the message of the creator, the understudy is trusted to have the capacity to comprehend the composed course reading. Comprehension means understanding the meaning of the point of the topic. Reading with comprehension means to understand what has been read.

Guthrie et al,⁴⁴ states that reading comprehension consist of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. The mean is that reading comprehension comprise of the forms of developing conceptual information from a content through cognitive interaction and motivational inclusion with the content and comprehension in reading requires intuition in understanding every word in a sentence related to cognitive knowledge. Harris, Karen, and Steve⁴⁵,states that reading comprehension is the method of developing meaning by planning a number of chooses of impex forms that incorporate word reading, word and world information, and familiarity, it means that when reading it will involve knowledge such as insight in a reading

⁴³ Serravalow, Jennifer. *“Teaching reading in small groups. Portsmouth.”* (2010), NH: Heneimann. P. 44.

⁴⁴ Guthrie, John T et al. *“Motivating Reading Comprehension: Concept Oriented Reading Instruction.”* (2004) London: Lawrence Erlbaum Associates, p. 227.

⁴⁵ Harris, Karen R. And Graham Steve. *“Teaching reading Comprehension students with learning difficulties.”* (2007) London, New York: Guilf. Publication Inc, p. 17

information that will lead the reader to collaborate between the meaning and the insightful information.

Klingner et El,⁴⁶ states that Reading comprehension is the method of building meaning by planning a number of complex forms that included word reading, word and world information, and fluency. It means that reading activities are the same as methods of combining and collaborating between word meanings, information and insight or fluency in a reading and this method will create a complex collaboration of reading comprehension that we have mastered.

Woolley,⁴⁷ states that reading comprehension is the method of making meaning from content. The objective is to pick up an in general understanding of what is described within the content instead of to get meaning from confined words or sentences. Reading is a dynamic handle that requires a more profound level engagement with meaning so that when reading is done often it will sharpen fluency or sensitivity to the meaning of the words contained in the reading.

Tankersley,⁴⁸ states that Reading Comprehension is depended on three components. The primary calculate is that readers has command of the phonetic structures of the content. The moment figure is that readers is able to work out metacognitive control over the substance being perused. This implies that readers is able to screen and reflect on his claim level of understanding whereas reading the fabric. The third and most critical measure impacting comprehension is that the reader has satisfactory foundation within the substance and lexicon being displayed.

⁴⁶ Klingner, Janette K. Vaughn, Sharon and Boardman, Allison. *Teaching Reading Comprehension to The Students with Learning Difficulties.* (2007), New York: The Guildford Press, p. 2.

⁴⁷ Wooley, G. *Reading Comprehension: Assisting Children with Learning Difficulties.* (2011), p. 15.

⁴⁸ Tankersley, Karen. *The Thread of Reading: Strategies for Literacy Development.* (2003) US: Association for Supervision and Curriculum Development (ASCD), p. 90.

Linsey,⁴⁹ states that Reading comprehension alludes to reading for meaning, understanding and amusement. In this case, it can be something that we need to urge by reading since the foremost reason why individuals need to read a book, magazine, novel, and daily paper, they need to urge the meaning, understanding, and the final is excitement. It means that Reading comprehension implies to scrutinizing for meaning, understanding and entertainment. In this case, it can be something that we need to urge by reading since the first reason why people got to read a book, magazine, novel, and every day paper, they need to encourage the meaning, understanding, and the ultimate is energy

Sudijono⁵⁰, states that comprehension is a capacity of somebody to get it or comprehend something after it is known and understood. A student can be said that she or he is able to comprehend something if she or he can give explanation specifically about the material by using their own words and understanding is how far we know what has been learned and mastered both orally and in writing. It means that comprehension could be a capacity of someone to induce it or comprehend something after it is known and caught on. An understudy can be said that she or he is able to comprehend something in case she or he can allow clarification particularly approximately the fabric by utilizing their claim words and understanding is how distant we know what has been learned and aced both orally and in composing.

Based on Brown that there are some criteria to measure students reading comprehensions, they are:⁵¹

- a. Main Idea (Topic)
- b. Expression/idiom/phrases in context

⁴⁹ Linsey, Caroline. “*Practical English Language Teaching Young Learners.*” (2006) Singapore: The McGraw-Hill Companies, Inc, p. 71.

⁵⁰ Anas, Sudijono. “*Introduction to Education Statistics.*” (2006) Jakarta: PT. Raja Grafindo, p.50.

⁵¹ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p.206.

- c. Inference (implied detail)
- d. Grammatical Features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting Idea
- h. Vocabulary in context.

From the explanation above, it can be concluded that reading comprehension is the interaction process between the readers with a reading text, comprehend the words, to relate the purpose of a reading text. Furthermore, the readers should be understanding a reading text clearly such as main idea (topic), expression/idiom/phrases in context, inference (implied detail), grammatical features. Detail (scanning for specifically stated detail), excluding facts not written (unstated details), supporting idea, and vocabulary in context. In comprehending a reading text requires background knowledge of the reader, so the readers can easily understand the meaning of a reading text.

6. Aspects of Reading

King and Stanly stated that there are five aspects to comprehend a reading text, they are:

1. Finding Main Ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer

2. Finding the Meaning of Vocabulary in Context

It means that the readers should develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The

words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

3. Identifying References

In English, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used, we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. The reference words are usually short and very frequently pronoun, such as it, she, he, they, this, et

4. Making Inference

Inference is an aspect of reading that used the reader has to be able to read between lines. The students are expected to make accurate predication in understand a text. There are two main attentions in making inference are draw logical inferences and make accurate predication.⁵²

5. Finding Factual Information

It pertains to the capability of promptly and precisely locating a particular piece of information within a text. This expertise is crucial for students to answer queries that necessitate finding specific details within a text. To acquire this capability, students must learn how to scan a text, meaning that they have to quickly browse the text for specific terms or phrases linked to the query.

Based on the explanation above, it can be concluded that there are some aspects of reading are finding factual information, main idea, the meaning of vocabulary in context, identifying references and make inference of a reading text. The students should understand these

⁵² M. Stanley and King, *Building Skills for TOEFL*, (Jakarta: Bina Aksara, 1989), p.330.

aspects inread a reading text.

7. Reading Comprehension Process

Since reading comprehension is complex process which involves interaction between readers and the passage, for this reason, Klingner, Vaughn and Boardman,⁵³ classify five processes in reading comprehension, there are microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.

First, microprocesses, it refers to readers' way in classifying the idea into sentences, it includes grouping words into phrases to find meaning and an understanding of syntax. Then, another aspect of micro processing is selective recall, the readers need to select which ones are important to remember.

Second, integrative process, refers to understanding and inferring the relationship among clauses. Being able to identify and understand pronoun referents, the being able to infer causation or sequence are subskills involved in integrative processing.

Third, macroprocess, refers to organizing the ideas in coherent way, it means the readers are able to select the important ideas and delete the other which are less important. Furthermore, readers also use the structure or organizational pattern in organizing ideas.

Fourth, elaborative process, refers to making conclusion of information by using previous information which is provided in the text. In short, the readers predict some information using the earlier information.

Fifth, metacognitive process, refers to the reader's conscious awareness or control of cognitive processes. Reading includes in observing understanding, selecting what to keep in mind, and regulating the procedures utilized when reading.

⁵³ Ibid., 8.

Furthermore, Wooley,⁵⁴ states that a comprehension is the interaction of a wide run of cognitive abilities and forms. When the reader reads the passage, he or she derives meaning which is a reduction in the cognitive load a reader's working memory, and the reader can decode the words and phrases fluently and bring meaning to the unfamiliar vocabulary encountered. It means that a comprehension is the interaction of a wide run of cognitive capacities and forms. When the reader reads the section, he or she determines meaning which could be a decrease in the cognitive stack a reader's working memory, and the reader can interpret the words and expressions easily and bring meaning to the new lexicon experienced

8. Reading Ability

Elizabeth⁵⁵, states that Reading could be an expertise that will engage everybody who learns it. They will be able to advantage from the store of information in printed materials and, eventually, to contribute to that information. Good teaching enables students to learn to read and read to learn. It means that reading could be an ability that will engage everyone who learns it. They will be able to advantage from the store of data in printed materials and, eventually, to contribute to that data. Great instructing enables students to memorize to studied and studied to memorize.

There are many reasons why getting students to read English texts is an important part of the research" job⁵⁶. Many of them want to be able to read texts in English either for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea. It means that Many of them need to be able to studied texts in English either for think about purposes or essentially for pleasure.

⁵⁴ Ibid., 16.

⁵⁵ Ibid., 21.

⁵⁶ Harmer, Jeremy. "The practice of English Language Teaching." (2001), Oxford: Longman ELT Publication, p.68.

Anything able to do to form reading easier for them must be a great thought.

9. Reading Comprehension Achievement

Achievement is something that people have gained through hard work and skill. Lawrance and Vimala, explain that academic achievement measurement of knowledge gained in formal education, usually indicated by test scores by test scores, grades, grade point averages, and degrees.⁵⁷ It means that defines achievement as the specific progress students make in language development. In addition, Majeed Argue Achievement refers to the scores obtained by administering a reading comprehension test to the students who participated in the experimental research.⁵⁸

Other factors that influence students' achievement are educators and educational staff who are involved in the real teaching and learning process, and some others, such as facilities, management, budgeted, and learning evaluating in order to produce graduates who are competence. In this research, reading achievement refers to the score on a reading test that is administered to the sample. In order to obtain the data of students' reading achievement, the reading comprehension section of the test was administered to the sample. The reading comprehension test is designed for middle school and lower levels of high school at the age of 11+ based on syllabus.

⁵⁷ Lawrance, A. S.A., & Vimala, A. (2012). School environment and academic achievement of standard IX Students. *Journal of Educational and Instructional studies in the world*, 2(3), 210-215. Retrieved from <http://files.eric.ed.gov>. P.211

⁵⁸ Majeed, M. R. A. (2015). The effect of using scaffolding strategies on EFL students' reading comprehension achievement. *Art journal*, 111, 91-118. P.95

B. Motivation

1. Definition of Motivation

Based on Hamzah,⁵⁹ students' motivation is basic impulse that driver a person to behave. Uno⁶⁰, states that motivation and learning are two things that can influence each other. Motivation may be a driving force to realize predetermines objectives. It isn't possible to induce motivation until he acts, according to desire moves. It is a learning for the individual to lock in into a few actions. Hence, inspiration could be a solid drive that changes the heading, the quality and resolve of behavior. Students' motivation is all about what they desire to express during learning. Sometimes students are more motivated and sometime they are not because their source of motivation can be different. Johnson⁶¹ describes motivation is to be fixed with the student " commitment, engagement and fortitude to accomplish academic work.

Dorn Yei,⁶² states that " motivation" is related to one of the most basic aspects of the human mind, and most teachers and research would agree that it has a very important role in determining success or failure in any learning situation. Motivation may be a kind of inner vitality which drives a person to do something in order to attain something. It could be a transient or dynamic state inside an individual which isn't concerned with his/her identity.

⁵⁹ Hamzah B. Dr, M. Pd. "*Motivation Theory and Its Measurement.*" (2011), Jakarta: Bumi Aksara, p. 1.

⁶⁰ Uno, Hamzah. B. "*Theory of Motivation and its Measurement Analysis in the Field Education.*" (2007) Jakarta: Bumi Aksara, p.23.

⁶¹ Johnson, Andrew. "*Teaching Reading and Writing.*" (2008), Maryland: Rowman and Littlefield Publishing Group, Inc. p. 77.

⁶² Dorn Yei, Zoltan. "*Motivational Strategies in the Language Classroom.*" (2001), New York: Cambridge University Press, p. 11.

2. Types of Motivation

Based on Ellis,⁶³ there are various types of motivation in general have been identified: instrumental, integrative, and resultative.

a. Instrumental Motivation

Learners may make endeavors to learners a few L2 for some useful reason-to pass examination to get a better job much work, or to get a bind at college. It means that this motivation is operational cause in the study of the language, the examples are promoting for the job and require the language. Students who study English in college in order to higher TOEFL score means that they have instrumental motivation. Then Instrumental motivation is having specific purposes behind an action. People who are instrumentally motivated do some activities such as learning English to get good grades in school or college, learning English to become fluent in or college, learning English to become fluent in speaking English or to get a better job or a higher better job or higher salary in the office, learning English to pass the examination in the at school or college.

b. Integrative Motivation

A few learners may select to memorize specific L2 because they are fascinated by the individuals and culture spoken to by the target dialect gather. It means that integrative motivation is that shows a prosperous form in the object of language, this motivation is seen from the desire of someone to adjust and follow the culture of society through language. Then when students learn to understand and use the English language, they are with the people who use the language, they have an integrative motivation. The activities of people who have integrative motivation such as Singing the English song, reading the magazine written in English, listening to the English

⁶³ Ellis, Rod. "Second Language Acquisition." (2006) New York: Oxford University Press, p. 75.

songs, listening to the foreign radio channel and writing the diary in English. The diary in English. The activities that students usually do in their daily life are based on their choice and goals

c. Resultative Motivation

A suspicion of the inquire about to over is that inspiration is the cause of L2 accomplishment. In any case, it is additionally conceivable that inspiration is the result of learning. It means that the motivation of learners is strongly influenced by their performance. Students who do well in the classroom are more likely to gain confidence and be more willing to participate. The example is depending on what the learner achieves as a result of the learning process, the learner will feel more or less motivated.

d. Intrinsic Motivation

In some learning situations, it may not be the learners' general reasons for learning an L2 that are crucial in determining their motivation. Indeed, it is also possible that many learners do not have strong attitudes, positive or negative, towards the target language group. This is probably the case for many foreign language learners. However, it does not follow that such learners are unmotivated. They may find the kinds of learning tasks they are asked to do intrinsically motivating. According to this view, motivation is connected to the arousal and maintenance of curiosity and can wax and wane as a result of factors such as learners' particular interests and the extent to which they feel personally involved in learning activities.

Motivation is clearly a very complex phenomenon. These four types of motivation should be seen as complementary rather than as distinct and opposed. Learners can be both integrative and instrumentally motivated at the same time. Motivation can result from learning. It can also cause learning. Moreover, motivation is dynamic: it is not something that students have or do

not have, but instead something that varies from one moment to the next, depending on the learning context or task.

Uno,⁶⁴ states that motivation to learn is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:

- a. Desire to success
- b. There is pushing of study
- c. There are necessary in study
- d. There is expectation in the future
- e. Appreciation in the learning process
- f. There are attractive activities in the teaching learning process
- g. Good learning environment.

It can be concluded that the factors that influence the motivation is divided into two factors. They are intrinsic motivation and extrinsic motivation. The intrinsic motivations are desire to success, there is pushing of study, there are necessities in study, and there is expectation in the future. While the extrinsic motivations are appreciation in the learning process, there are attractive activities in the teaching process, and good learning environment.

The Dörnyei model was introduced by Zoltan Dörnyei in 1994. Dörnyei is concerned with exploring the model of motivation, specifically in a FL setting. Dörnyei's (1994 as cited in Mattarima and Hamdan, 2011) model has three different levels of factors.

- a. The first level in Dörnyei's model is the language level, which includes both integrative and instrumental motivational subsystems that focus on sub-systems that focus on reactions and attitudes toward the target language. It takes into account the language and the community as well as

⁶⁴ Uno, Hamzah. B. *“Theory of Motivation and its Measurement Analysis in the field of education.”* (2007) Jakarta: Bumi Aksara, p. 10.

instrumental and integrative motivations proposed by Gardner.

b. The second level is the learner level, which focuses on the individual's response to the language and the learning situation. It includes the learner's personal characteristics and cognitive processes.

c. The third level is the learning situation level, which takes into account specific motivational factors related to the teacher, the course and the course, and the group of language learners with which an individual interacts. individual interacts with.⁶⁵

3. Aspect of Motivation

Motivation leads to the decision or action to achieve the intended goal. However, the decision is driven based on not only the goal but also the need. According to Brown,⁶⁶ proposes about the needs which lead to the construct of motivation. Those are the needs of:

- a. Exploration, for probing the unknown.
- b. Manipulating, for operating the environment and causing change.
- c. Activity, for movement and exercise, both physical and mental.
- d. Stimulation, the need to be stimulated by the environment, other people, ideas, thought, and feelings.
- e. Knowledge, the need to process and internalize the results of exploration, manipulation, activity, stimulation, and for self-consistence system of knowledge.
- f. Ego enhancement, for the self to be known and to be accepted and approved by others.

⁶⁵ Mattarima, K., & Hamdan, A. R. (2011). *Learners' Motivation and Learning Strategies in English Foreign Language (EFI) in Indonesian Context*. Journal of Edupres 1: 100-108. Malaysia. P.103

⁶⁶ Ibid., 169

4. Function of Motivation Learning

Ormrod⁶⁷, states that inspiration, has a few impacts on students' behavior, cognition, and learning. These effects, as follows:

a. Motivation directs behavior toward particular goals

Many psychologists accept that human creatures are purposeful by nature. That's, individuals set objectives for themselves and start courses of activity they think will offer assistance them accomplish those objectives.

b. Motivation increases effort and persistence in activities.

Many psychologists accept that human creatures are purposeful by nature. That's, individuals set objectives for themselves and start courses of activity they think will offer assistance them accomplish those objectives.

c. Motivation effects cognitive processes

Motivation impacts what and how data is handled. It is advancing the probability that spurred understudies will attempt to pay consideration. It is critical for getting data into both working memory and long-term memory. They are moreover attempting to get it fabric, to memorize it seriously instead of learning in a superficial.

d. Motivation determines what consequences are reinforcing and punishing.

The more learners are persuaded to attain scholarly success. At that point, the more learners need to be acknowledged and regarded by their peers.

e. Motivation often leads to improved performance.

Because of the other affect just listed-goal-directed behavior, effort and energy, persistence, cognitive processing, and impact of consequences-motivation often leads to improved performance in the domain in question.

⁶⁷ J. E. Ormrod, "How Motivation Affects Learning and Behavior." (2010) Pearson Allyn Bacon Prentice Hall, Boston, p. 179-180.

5. Motivation in Learning Language

Motivation plays a crucial role in language acquisition. There are different definitions of motivation from experts who come from different perspectives points of view. Gardner states that motivation in learning language is a fusion of effort and desire in struggling to acquire the purpose of learning the language and a positive attitude in learning the language itself.⁶⁸ It means that motivation is a willingness to achieve a goal in order to obtain satisfactory performance in learning language. Gardner's point is that in learning a second or foreign language we must have a strong desire to learn it because the most important thing in learning a foreign language is effort and strong desire and this is also related to learning English.

In agreement with Gardner, Hong and Ganapathy believe that motivation in learning language is a process that cannot be observed directly, but can be inferred from behaviors such as effort, persistence, and verbalization.⁶⁹ It requires a lot of energy from the students to take action, to put in more effort, and to persevere in action. In other words, motivation is an impulse that causes someone to act to achieve certain goals. Where motivation is a factor that is very influential in achieving the target language. Without motivation, a person has no desire to learn the target language. As explain above this also related to learning English.

In addition, Xiao claims that motivation is used to define phenomena that:⁷⁰ cause action, direct action instructions,

⁶⁸ Gardner. *Motivation in Second and Foreign Language Learning*, Language Teaching; 1985. 31(03), 117-135. <http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf>

⁶⁹ Yee Chee Hong & Malini Ganapathy. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*. English Language Teaching; Vol. 10, No. 9; 2017. P 19

⁷⁰ Xiao, F. "Motivational Strategies in Teaching English as Foreign Language-Applying Motivation plan in TEFL". International Journal of Humanities and Social Science, 2013. http://www.ijhssnet.com/journals/Vol_3_No_18_October_2013/25.pdf

follow the action, and live the action. and guide the choice of certain actions. From Wolkowyski's statements, that motivation is an action taken by someone in order to someone in order to achieve certain goals. People who have motivation, they will try to achieve goals and try as much as possible in the goal they want.

If someone is motivated to learn the language of the target, they will be themselves with encouragement in learning the target language. They will reactions in learning languages and look for ways to be effective ineffectively both inside and outside of school. Judging by his behavior, he will be more focused and productive in learning languages. In this motivation to encourage themselves to master or learn foreign languages easily.

On the other hand, Dorn Yei also claims that motivation is a dynamic component that component that is constantly in a state of instability.⁷¹ This means that motivation cannot be said to be something that is unchanging, but it can change rapidly. Change frequently, it means that motivation can change from time to time because it is not an unchanging process.

6. Correlation Between Motivation in Learning English and Reading Achievement

Motivation is also very important in the learning process, especially in reading. Guthrie and Wigfield say that motivation in reading important contribution to students' reading comprehension and academic success. if students with low motivation are likely to have low reading comprehension. Guthrie also added intrinsic motivation has a significant impact not only on reading comprehension but on the other

⁷¹ Dornyei, Z. *The Psychology of the Language Learner Individual Differences in Second Language Acquisition*. 2005. Retrieved on January 6th, 2023 from: <http://cstn.files.wordpress.com/2009/11/the-psychology-of-the-language-learner-3haxap.pdf>

aspects of reading such as reading breadth⁷². This means that building motivation is an important first step in students who will become readers. Reed also concludes that good readers tend to be intrinsically motivated to read and that the amount of time they spend reading is highly correlated with their reading comprehension and overall academic success in all subjects.⁷³ This means motivating the Readers are more likely to take the time to read. The more they spend their time for reading, the more proficient they will be, spending time for reading is the is the key to success in reading. As mentioned above, success in reading leads to success in other subjects. Motivation to read brings benefits for them, especially for their literacy skills.

Ditual also states learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integrative motivated⁷⁴. In addition, Moskovsy and Alrabai states that instrumental motivation plays more important role than the integrative motivation in English Foreign Language learning. The other result of this study indicated that integrative motivation is more pertinent to English Second Language learning⁷⁵. Moiiinvaziri also claims, language learners were simultaneously motivated instrumentally and integrative. It was indicated learners were highly motivated towards learning English⁷⁶. Al-Otaibi declared that motivated learners spend much of their time to gain aims in learning foreign language and motivated learners

⁷² Guthrie, J. T. (1996). A questionnaire measure of children's motivation for reading. Washington, DC: Erics. P. 420

⁷³ Reed, D. (2005). Motivating students to read: Issues and practice. Southwest Educational Development Laboratory (SEDL) letter. 17(1),14-17. Retrieved from <http://www.sedl.org/>. P.2

⁷⁴ Ditual, R. C. (2012). *The Motivation for and Attitude towards Learning English*. Asian EFL Journal, 63.

⁷⁵ Moskovsky, C. G., & Alrabai, F. A. (2009). *Intrinsic Motivation in Saudi Learners of English as a Foreign Language*. The Open Applied Linguistics Journal, 21-10.

⁷⁶ Moiiinvaziri, M. (2009). *Motivational Orientation in English Language Learning: A Study of Iranian Undergraduate Students*. Available at: <http://www.usingenglish.com/articles/meal-orientation-in-english-learning.html>

can also learn language more effectively than unmotivated ones⁷⁷. Its mean that Motivation in learning English is influenced by several aspects as described above, there are integrative and instrumental motivations. In other words, learning a foreign language, especially learning English, is definitely influenced by motivation.

The relationship between intrinsic and extrinsic reading achievement. Ryan and Deci say that in addition to intrinsic motivation, extrinsic motivation can also be involved in the in the learning process.⁷⁸ Although students who are motivated in reading extrinsically or because of the reward, they will eventually try to understand the text. The differences between students who use intrinsic and extrinsic motivation are that students can store the information they have into long-term memory than extrinsic motivation.

Middleton emphasize that composition and context is the most important part of reading comprehension.⁷⁹ Besides, he says, motivation and reading achievement have a significant genetic influence on the environment. In addition, Baker & Wigfield stated that one important thing to remember that students cannot be judged whether they are motivated or not in reading, students may be motivated reading because of other different reason or purpose of reading.⁸⁰ Its mean that it is important to remember that students cannot be judged based

⁷⁷ Al-Otaibi, G. (2004). *Language Learning Strategy Use among Saudi EFL Students and Its Relationship to Language Proficiency Level, Gender, and Motivation* [PhD Dissertation]. Indiana (PA): Indiana University of Pennsylvania.

⁷⁸ Ryan, R. M. (2000). Intrinsic and extrinsic motivation: Classic definitions and new direction. *Contemporary Educational Psychology*, 50(2), 378-396. P. 55

⁷⁹ Middleton, M. E. (2011). *Reading motivation and reading comprehension* (Master's Thesis). Ohio State University, Ohio. USA. P. 15

⁸⁰ Beker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their Relations to reading activity and reading achievement. *Reading Research Quarterly*, 34, 452-477. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.3787&rep=rep1&type=pdf>. P. 35

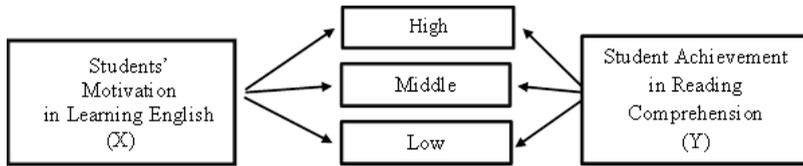
on their motivation to read since they may have various reasons or purposes for reading.

C. Frame of Thinking

Reading is one of the most important points in learning, especially in learning English. There are four aspects in learning English, namely reading, writing, listening and speaking. Of course, the initial foundation in learning English is reading, because by reading we can understand and absorb other aspects more deeply. Then the learning process is also inseparable from motivation, especially motivation in learning English, because learning without motivation is like a vehicle without fuel. But in this case, eighth grade students of SMA Negeri 10 Bandar Lampung have difficulty in learning English, there are several reasons that can be concluded from the results of interviews that have been conducted and the first reason is the lack of student motivation in learning English, the second reason is that students lack motivation or interest in learning vocabulary, especially in learning to read, the third reason is Students' lack of understanding in working on reading comprehension problems and the last reason is that students feel afraid to learn English.

In addition to some of the problems above, there are factors that determine the success of students in understanding a reading text, namely student motivation in learning, especially motivation in learning English. This means that when students do not have enough motivation in learning then it certainly greatly affects their achievement in learning, especially in learning reading texts. Therefore, in this research assumes that students' motivation in learning English can be correlated with their reading comprehension achievement.

Based on figure 2.1 below:



From the figure 2.1 above that students' motivation in learning English is a factor to determine the success of students in comprehending a reading text. The students' motivation in learning English towards reading refers to students' aspects on their motivation in learning English. If students have motivation in learning English, then their reading achievement will be good but if otherwise then their reading achievement will not be good either.

D. Hypothesis

Based on the theory previously, the formulates hypothesis of this research as follows:

1. H_0 : There is no correlation between students' motivation in learning English and their reading comprehension ability at the second semester of the Eighth Grades students of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023?'
2. H_1 : There is a correlation between students' motivation in learning English and their reading comprehension ability at the second semester of the Eighth Grades students of Junior High School 10 Bandar Lampung in the Academic Year 2022/2023?'

REFERENCES

- Ali, M. Teachers in the Teaching and Learning Process. Jakarta: New Script.
- Andini Nurul Khotimah, Thesis: "The Correlation Between Extrinsic Motivation Reading Comprehension Achievement of English Education Study Program Students at Sriwijaya University". (Palembang: Universitas Sriwijaya,2019).
- Al-Otaibi, G. (2004). *Language Learning Strategy Use among Saudi EFL Students and Its Relationship to Language Proficiency Lever, Gender, and Motivation [PhD Dissertation]*. Indiana (PA): Indiana University of Pennsylvania.
- Araujo Luisa. *Reading Literacy Achievement*. Instituto Superior de Educac,ãõ e Cie^ncias. Italy: European Commission. 2015.
- Arikunto, Suharsimi. 2006. *Research Procedure: A Practical Approach*. Jakarta: PT. Rineka Cipta.
- Arikunto, Suharsimi. 2010. *Research Procedure: A Practical Approach*. Jakarta: PT.Rineka Cipta.
- Beker, L., & Wigfield, A. (1999). Dimensions of children's motivation for reading and their Relations to reading activity and reading achievement. *Reading Research Quarterly*, 34, 452-477. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.470.3787&rep=r ep1&type=pdf>.
- Brow, H. Douglas, 2000. *Teaching by Principal: An Interactive Approach to Language Pedagogy*. NY: Longman. San Fransisco: California.
- Brown, H. Douglas, 2004. *Language Assessment Principles and Classroom Practices*. Longman.
- C.R Kothari, "Research Methodology Methods and Techniques", 2004. (New Delhi: New Age).
- Cline, F., Johnstone, C., & King, T. 2006. Focus Group Reaction to Three Definition of Reading (as Originally Developed in Support NARAP Goal 1). Minneapolis, M.N.: National Accessible Reading Assessment Project
- Connie Chairunnissa, 2017, *Metode Penelitian Ilmiah Aplikasi Dalam Pendidikan Dan Sosial*, (1st ed.) (Jakarta: Mitra Wacana Media).

Danielle S. McNamara (2007). *“Reading Comprehension Strategies”*. Theories, Interventions, and Technologies.

David Ary, Chesar Jacobs and Chris Sorenson, *Op.Cit*

Dian Ayu Putri Assary, Thesis: “The Correlation Between Students’ Motivation in Online Learning And Their Reading Comprehension Of The Eighth Graders At Smpn 4 Ponorogo”. (Ponorogo:IAIN Ponorogo,2021).

Dilla Silviana Anggi Putri. 2013. *The Use of Jigsaw II Technique and Still Pictures Combination To Improve Students’ Vocabulary Mastery*. Journal of English Language Teaching. ELT FORUM 2 (2).

Ditaul, R. C. (2012). The Motivation for and Attitude towards Learning English. *Asian EFL Journal*, 63.

Dornyei, Zoltan. 2001. *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.

Dornyei, Z. 2005. *The Psychology of the Language Learner Individual Differences in Second Language Acquisition*. Retrieved on January 6th, 2023 from: <http://cstn.files.wordpress.com/2009/11/the-psychology-ofthe-language-learner-3haxap.pdf>

Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil (2004) *“Teaching Reading”*. Educational Practices Series-12, p 6.

Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning (3rd ed.)*. Boston, MA: McGraw-Hill College.

Ellis, Rod. 2006. *Second Language Acquisition*. New York: Oxford University Press.

Gardner. 1985. Motivation in Second and Foreign Language Learning, *Language Teaching*; 31(03), 117-135.<http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf>

Geoffrey R. Marczyk, David Dematteo, David Festinger, 2005. *“Essentials of Research Design and Methodology”*, (New Jersey:John Wiley and Sons, Inc.,).

Grabe, William. 2009. *Reading in a Second Language: Moving from Theory to Practice*. USA: Cambridge University Press.

- Guthrie, J. T. (1996). A questionnaire measure of children's motivation for reading. Washington, DC: Erics.
- Guthrie, John T et al. 2004. *Motivating Reading Comprehension: Concept Oriented Reading Instruction*. London: Lawrence Erlbaum Associates.
- H Abu Ahmadi, Widodo Supriyono. 1991. *Psychology of learning*. Jakarta: Rineka Cipta
- Hatch, E., & Fahady, 1982. *The Practice of English Language Teaching*, (Cambridge: Newbury House Publisher.
- Hamzah B. 2011. *Motivation Theory and Its Measurement*. Jakarta: Bumi Aksara.
- Harmer, Jeremy. 2001. *The practice of English Language Teaching*. Oxford: Longman ELT Publication. 2002. *The practice of English Language Teaching*, Third Edition. New York: Cambridge University Press. 2003. *The Practice of English Language Teaching*. New York: Longman.
- Heaton. B.J. Longman. 1990. *Handbook + for Language Teachers*, (New York: Longman Group.
- H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman).
- Harris, Karen R. And Graham Steve. 2007. *Teaching reading Comprehension students with learning difficulty*. London, New York: Guilf. Publication Inc.
- Ivana Sinatra Marbun, Reina Adelina Sipahutar, 2016. Journal: "*The Correlation between Motivation and Students' Achievement in Reading Comprehension at SMP Negeri 8 Grade VIII Pematangsiantar*". (Pematangsiantar: University of HKBP Nommensen Pematangsiantar), JETAFL (Journal of English Teaching as a Foreign Language).
- Izzan Ahmad. 2010, *English Learning Methodology*, National Library of Catalog in Publication (KDT) , Bandung: Humaniora.
- Jack R. Fraenkel and Norman R. Wallen, *Op.Cit.*,
- John W. Creswell, 2009. "*Research Design (3rd ed)*", (London: SAGE Publication, Inc.).

- John W. Creswell, 2012 "Educational *Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed)*", (Boston: Pearson Education).
- Johnson, Andrew. 2008. *Teaching Reading and Writing*. Maryland: Rowman and Littlefield Publishing Group, Inc.
- Klingner, Janette K. Vaughn, Sharon and Boardman, Allison. 2007. *Teaching Reading Comprehension to The Students with Learning Difficulties*. New York: The Guildford Press.
- Lind, Marchal, dan Wathen. (2008). *Statistical Techniques in Business and Economics with Global Data Sets*. Thirteenth Edition. McGraw-Hill Companies. New York.
- Linse, Caroline. 2006. *Practical English Language Teaching Young Learners*. Singapore: The McGraw-Hill Companies, Inc.
- Muliawati, 2017. *Reading Comprehension Achievement : A Comparative Study between Science and Socia Science Students*. (Journal Studies In English Language and Education, 4 (1).
- M Fathurohman and Sulistyorini, 2012, *Study and Learning*, (Yogyakarta: Teras)
- Mohammad Khoirul Manan, 2017, Thesis: "The Correlation Between Students' Motivation in Reading English Textbooks And Their Achievement In Reading Comprehension". (Semarang: UIN Walisongo).
- Moskovsky, C. G., & Alrabai, F. A. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*, 21-10.
- M. Stanley and King, 1989. *Building Skills for TOEFL*, (Jakarta: Bina Aksara).
- Middleton, M. E. (2011). *Reading motivation and reading comprehension* (Master's Thesis). Ohio State University, Ohio. USA.
- Moiinvaziri, M. (2009). *Motivational Orientation in English Language Learning: A Study of Iranian Undergraduate Students*. Available at: <http://www.usingenglish.com/articles/moal-orientation-in-english-learning.html>

- Nakhon Kitjaroonchai, “*Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University*”, (Journal of the Institute for Interdisciplinary Studies), Volume 7, Number 1, December 2012.
- N. Purnama, N. S. Rahayu, Rasi Yugafiati. 2019.” Students’ Motivation in Learning English”. PROJECT (Professional Journal of English Education). Vol.2 Num.4.
- Nadia Purnawati, Irawan Suprpto, Rini Susilowati, Journal: “*The Correlation Between Students’ Motivation and Reading Comprehension At The Ninth Grade Students Of Smpn 03 Kotabumi Academic Year 2020/2021*” Universitas Muhammadiyah Kotabumi. Journal Griya Cendikia, Volume 7, Num.2, July 2022.
- Nana Sudjana, (1995), *Assessment of Teaching and Learning Results*, Bandung:Rosdakarya Youth.
- Nunan, David. 2007. *Research Method in Language Learning*. New York: Cambridge University Press.
- Nur Rafasah, 2019, Thesis: “*The Correlation between the Students Motivation and Their Achievement in Studying English*” (Banda Aceh: UIN Ar-Raniry).
- Ormrod, 2010. *How Motivation Affects Learning and Behavior*. Pearson Allyn Bacon Prentice Hall, Boston.
- Otabor Joseph Osahan and Obahiagbon Kingsley, 2016. *Statistical Approach to the Link between Internal Service Quality and Employee Job Satisfaction: A Case Study*, *American Journal of Applied Mathematics and Statistics*, Vol. 4, No. 6, p.178 Available at <file:///C:/Users/LENOVO/Downloads/ajams-4-6-3.pdf>, accessed on 1st November 2022.
- Patel, M.F. & Praveen M. Jain. 2008. *English Language Teaching Methods Tools & Techniques*. Jaipur: Sunrise Publisier & Distributor.
- Reed, D. (2005). Motivating students to read: Issues and practice. Southwest Educational Development Laboratory (SEDL) letter. 17(1),14-17. Retrieved from <http://www.sedl.org/>.
- Richards, Jack C and Richard Schmidt. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*, 3rd Ed., London: Pearson Education Limited.

- Richards, Jack. And Schmidt, Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics*. New York: Pearson Education.
- Rosita, Evaries. 2009. *Do Young Kids Lack Reading Culture?* In <http://www.thejakartapost.com/news/200901/22/lack-readingculture.html> on November, 15th 2021.
- Ryan, R. M. (2000). Interstice and extrinsic motivation: Classic definitions and new direction. *Contemporary Educational Psychology*, 50(2), 378-396.
- S.Wojowasito dan Titowasito W. 1990, “*Complete English Indonesian-Indonesian English Dictionary*”, (Bandung, Publisher Hasta).
- Serravalow, Jennifer. 2010. *Teaching reading in small groups*. Portsmouth, NH: Heneimann.
- Shafique Ali Khan, Al-Ghazali's. 2005. *Philosophy of Education*, (Bandung: Pustaka Setia).
- Slameto, 2010. *Learning and the Factors Affecting It*, Jakarta : Rineka Create.
- Soedibyo, Setyobroto. 1989. *Sports Psychology*. Jakarta: PT Anem Kosong Anem.
- Sugiyono,2010, *Statistika untuk Penelitian*, (Bandung: Alfabeta).
- Syofian Siregar, 2011 M.M, *Statistika Deskriptif Untuk Penelitian*, (2nd ed), (Jakarta: PT Raja Grafindo Persada,).
- Tamsi Kusuma Reysha, 2013. “*The Implementation of Skimming and Scanning Strategies in Teaching Reading Narrative Text to the Tenth Grade Students of SMAN 21 Surabaya*”, Ejournal Unesa. Volume 01 Number 01.
- Tankersley, Karen. 2003. *The Thread of Reading: Strategies for Literacy Development*. US: Association for Supervision and Curriculum Development (ASCD).
- Uno, Hamzah. B. 2007. *Theory of Motivation and Its Measurement Analysis in the Field education*. Jakarta: Bumi Aksara.
- Viona Rosalina, 2014. Thesis: “*The Correlation between Students Motivation and Their English Learning Achievement*” (Jakarta: UIN Jakarta).

Wooley, G. 2011. *Reading Comprehension: Assisting Children With Learning Difficulties*.

Xiao, F. 2013. "Motivational Strategies in Teaching English as Foreign Language-Applying Motivation plan in TEFL". *International Journal of Humanities and Social Science*. http://www.ijhssnet.com/journals/Vol_3_No_18_October_2013/25.pdf

Yee Chee Hong & Malini Ganapathy. 2017. *To Investigate ESL Students' Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*. *English Language Teaching*; Vol. 10, No. 9.

