**DISSERTATION SUMMARY**

# CONTRIBUTION OF READING MOTIVATION TO COMPREHENSION

## *KONTRIBUSI MOTIVASI MEMBACA TERHADAP PEMAHAMAN*

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# CONTRIBUTION OF READING MOTIVATION TO COMPREHENSION

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# I. INTRODUCTION

## A. Background

Most university graduates are not able to read English with complete comprehension. The Indonesian students need help in reading comprehension. For students, reading is a key to improve learning outcome in many fields of study. Reading is an inseparable part of any English course and that is why students are encouraged to be motivated in learning English. Therefore, motivation is need in this thing to increase students in reading comprehension. In this research, it is important to know the motivational activities that are able to support students in reading comprehension.

Reading is able to help students in learning but without motivation, it is quite hard to create understanding in it. Truely, the important thing is to find out the kind of motivational activities that can support students in reading comprehension.

Motivation has long been a major problem for most students of English as a Second Language (ESL) or as a foreign language not only in Indonesia but also elsewhere. It considered as the most influential factors in learning. Even students have a vague sense that whether "English will be useful for my future" or not, they do not have a clear idea of what that means, nor is that a very strong motivator; it is too vague and too far off. The first step in tackling the problem of motivation is that the students need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning Litllewood (2004) observes: In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. A current crisis of our schools as stated by Guthrie (2004) is student disengagement from literacy.

The well-known relation between achievement and motivation has fueled efforts to increase reading motivation. In describing the Matthew effect, Stanovich (1986) stated that reading itself is the greatest contributor to reading development. Stanovich described the relationship between reading activity and reading development as follows: The effect of reading volume on vocabulary growth, combined with the large skill differences in reading volume, could mean that a "rich-get-richer" or cumulative advantage phenomenon is almost inextricably embedded within the developmental course of reading progress. The very children who are reading well and who have good vocabularies will read more, learn more word meanings, and hence read even better. (p 381).

Stanovich's assertion has been supported through theoretical arguments and empirical research (Anderson et al., 1985; Anderson et al., 1988; Cunningham & Stanovich, 2003; Guthrie 2004; Guthrie et al., 2001; Guthrie & Wigfield, 1999; Guthrie et al., 1999). Since reading activity is the greatest

contributor of reading comprehension and achievement, it stands to reason that increasing the amount that children read is a top priority in reading instruction. Increasing children reading activity; however, is not a simple task. Reading is a motivated act (Guthrie & Wigfield, 2000), an effortful activity in which individuals have a choice about engaging (Baker & Wigfield, 1999). The pattern of interaction that is present between reading activity and reading achievement is also apparent between reading motivation and reading activity.

There is ample evidence in the literature of the correlation between reading motivation and reading activity (Baker & Wigfield, 1999; Guthrie et al., 1999; Wigfield & Guthrie, 1995, 1997). Children's reading motivation is a significant predictor of reading activity. Students who report higher reading motivation also report engaging in reading with more frequency than those who report lower reading motivation. Guthrie and Wigfield (2000) offered evidence that "Reading motivation predicts children's amount of reading, which, in turn, predicts reading comprehension" (Guthrie et al., 1999, p. 232).

While the relations between reading activity and reading achievement; and between reading motivation and reading activity are clear and direct, the relationship between reading motivation and reading achievement is more complex. Furthermore, there are a limited number of studies investigating the relationship between reading motivation and reading achievement. Wigfield and Guthrie (1997) found that reading motivation was both antecedent and predictive of reading amount. "These conditions of antecedence and prediction are usually suggestive of a causal direction" (Guthrie et al., 1999, p. 250). Guthrie and Wigfield (2000) suggested that reading motivation mediates the Matthew effect: "Increasing competence is motivating and increasing motivation leads to more reading.

Motivation is the link between frequent reading and reading achievement. This link sustains the upward (and downward) spiral of achievement" (p. 405). This link between reading motivation and reading activity is central to understanding the role of motivation in reading comprehension and achievement (Guthrie et al., 1999). Reading motivation conceptualized as "the individual's goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, p. 405).

Many early views linked motivation with inner forces: instincts, traits, volition, and will. Behavioral (conditioning) theories view motivation as an increased or continual level of responding to stimuli brought about by reinforcement (reward). Contemporary cognitive views postulate that individuals' thoughts, beliefs, and emotions influence motivation. Motivation is the process whereby goal-directed activity is instigated and sustained. Motivation is a process rather than a product. As a process, people do not observe motivation directly but rather infer it from actions (e.g., choice of tasks, effort, persistence) and verbalizations (e.g., "I really want to work on this") (Dornyei,2001).

Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but

the point is that individuals are conscious of something that they are trying to attain or avoid. Goal-oriented components of motivation thus require both physical and/or mental activity. Physical activity entails effort, persistence, and other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals (Dornyei 2001).

Motivated activity is instigated and sustained. Starting toward a goal is important and often difficult because it involves making a commitment and taking the first step. But motivational processes are critically important to sustain action. Many major goals are long term, such as earning a college degree, obtaining a good job, and saving money for retirement. Much of what we know about motivation comes from determining how people respond to the difficulties, problems, failures, and setbacks they encounter as they pursue long-term goals. Such motivational processes as expectations, attributions, emotions, and affects help people surmount difficulties and sustain motivation.

## B. Problem Statement

In learning reading process, lecturers are the main role to create a conductive condition so the students can be motivated in learning process. In fact, the lecturers of university still have many problems in teaching English as a foreign language, particularly, in the area of motivating students to understand the materials in reading course. As a result, students feel bored and lazy when learning English. It is presumably caused by lecturers who have not accommodated the motivation of students in reading yet that related with reading dimension. It is supported by the research showed that "The crisis of our schools today is that too many students are disengaged from literacy. Their dissatisfaction and retreat leads to mediocre reading comprehension, which prevents them from gaining subject matter and world knowledge" (Guthrie, 2004, p. 2). Based on that, this research is going to find out whether reading motivation contribute on reading comprehension in teaching EFL students in Indonesia. This study examines five dimension of reading motivation, namely: interest, social collaboration, self-efficacy, perceive control, and involvement (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997).

## C. Research Questions

Based on the background and problem statement, the researcher formulates the main research questions: what contribution of reading motivation to the students' reading comprehension?

This main research questions are broken down into following sub research questions:

1. Does interest contribute to the students' reading comprehension ?

2. Does social collaboration contribute to the students' reading comprehension ?
3. Does self-efficacy contribute to the students' reading comprehension ?
4. Does perceived control contribute to the students' reading comprehension ?
5. Does involvement contribute to the students' reading comprehension ?

## D. Objective of The Research

In relation to the problem statements above, the objectives of the research are as follows:

1. To find out whether interest contributes to the students' reading comprehension.
2. To find out whether social collaboration contributes to the students' reading comprehension.
3. To find out whether self-efficacy contributes to the students' reading comprehension.
4. To find out whether perceived control contributes to the students' reading comprehension.
5. To find out whether involvement contributes to the students' reading comprehension.

## E. Significance of the Research

This research is expected to make the following contributions: Theoretically, the result of the research will illuminate the existing theories on reading motivation in terms of interest, social collaboration, self-effiacy, perceive control, and involvement. The result will complete the existing comprehension of reading in vocabulary, main idea, inference, sequence, and detail. This study is intended to deliver the contribution of reading motivation to comprehension in learning English as a foreign language. The result of reading motivation and reading comprehension of Indonesian EFL learners particularly students of Universitas Muhammadiyah Makassar provide benefit information for lecturers, administrators, and language course developers.

Practically, the result of this research inspires educators to determine the best motivational activities dealing with teaching reading comprehension to university students. Hopefully, that contribution of reading motivation empowered students' knowledge and comprehension in learning reading comprehension.

## F. Scope of the Research

This research is under the applied linguistics discipline as it refers to a broad range of activities which involve solving some language-related problems in social life or addressing some language-related concern of people (http://linguiticsociety.org). This research investigates the complex linkages between motivation and reading comprehension, what is the contribution of

reading motivation to comprehension. This research focus on the contribution of reading motivation to comprehension of students in Universitas muhammadiyah makassar. By content, it accentuates whether interest, social collaboration, self-efficacy, perceived control or autonomy and involvement or engagement contribute to the students' reading comprehension.

By the activity the researcher also investigates students' achievement in reading that are divided into: main idea, vocabulary, inference, sequence, and detail through quantitative research method.

By location, the researcher involves the students of Muhammadiyah University Makassar at 2nd semester. As students of Universitas Muhammadiyah Makassar have a lot of students and considering the accessibilities of the researcher, then she limits the number of students only 4 classess (120 students).

## II. REVIEW OF LITERATURE

### A. Previous Related Findings

Some researchers have conducted a research dealing with motivational as in the following:

Taboada et al (2009) "Effects of motivational and cognitive variables on reading comprehension "identify several dimensions of reading motivation that impacted the study. The authors focused in on intrinsic motivational factors for reading. These factors include: 1) perceived control, 2) interest, 3) involvement, 4) self-efficacy, and 5) social collaborations. This internal motivation was measured using a five-item Likert scale (Not true = 1; Very True = 5) of teachers' perceptions of student motivation. Findings in the study show statistically significance for all three variables, i.e., student questioning, background knowledge, and internal motivation for impacting student comprehension and student comprehension growth. Data support the view that background knowledge, student questioning, and internal motivation make independent contributions to students' reading comprehension.

Guthrie et al (2006) "Influences of stimulating tasks on reading motivation and comprehension" determined instructional practices are able to increase reading motivation and reading comprehension that consist of the following practices: 1) providing content goals for reading, 2) supporting student autonomy, 3) providing interesting text, 4) facilitating social interaction related to reading,5) maintaining warm relations between teachers and students, 6) using hands on activities to reading engagement.

The findings of this study show that instructional condition influenced stimulating task that is prepared by teacher and the number of stimulating task improved students' motivation. In educational opinion, stimulating task is eligible. Each learner can create their stimulating task, find out book and good situational interest for reading. So it is very effective and efficient to arrange interest development for type of stimulating task.

Caverly et al (2004) "The effectiveness of strategic reading instruction for college developmental readers" found several review about strategic reading, those are cognitive and metacognitive processes including predicting, imaging, interpretation, comprehension monitoring, and summarization. This instructional effectiveness is measured using multiple evaluation in the form of cognitive, metacognitive and effective measures given during the developmental reading course as pretest and final test.

The result of this research shows that in reading intensive courses students still could not able be the best evaluated from strategic reading transfer. A lot of factors are able to enter into accounting of a final course grade (such as attendance, extra-credit work, or group projects) that need little strategic reading. In college reading students have to read successfully and extensively so the students get their strategic reading. They also can get improving in cognitive, metacognitive, affective, and self-report assessment.

Wigfield, & Guthrie, (1997) "Relations of children' motivation for reading to the amount and breadth of their reading" identify different theory between motivation and motivational constructs. They took to reading three sets of construct in the motivation field, those are: first are individual's beliefs about their efficacy to achieve, second are construct dealing with the purposes individuals have for doing different task; these constructs include valuing of achievement, intrinsic and extrinsic motivation and goals for achievement, third are social aspects of motivation. This reading motivation was measured using reliabilities scale included: challenge, curiosity, involvement, social, competition, and compliance. The findings of this research showed that reading motivation is varieties. Reading motivation's aspect is able to be to be grouped based on construct of motivation literature and the grouping received empirical motivated from the factor analyses of the scales.

Guthrie et al (2000) "Effects of integrated instruction on motivation and strategy use in reading" identify the intervention group participated in CORI in five variables: autonomy support, competence support, collaboration, learning goals, and real-world interaction. MRQ (motivation for Reading Questionnaire) was used to measured students' motivation, a questionnaire designed to measure different aspect of reading motivation that comprise of intrinsic and extrinsic aspect of motivation. It used Likert scale that was divided on 4- point. The response choices were 1=very true-4=not at all true of my class. The findings of this research consist of four parts.

a. The learners that were taught to use CORI improved high level curiosity for reading at the last of the meeting semester than the learners that were taught using traditional reading and science instruction.
b. The learners that were taught to use CORI improved higher than the learners that were taught using instruction in self- reported strategy use.
c. The learners that were taught to use CORI were not significantly different than the learners on recognition or competition.
d. There were score influenced on recognition and competition but not on curiosity, involvement, or strategy use.

Although the researchers evaluated motivation and strategy use outcomes, they did not give that evaluation as pretest. The beneficial of CORI could have been due to preexisting differences in motivation.

Guthrie et al (1996) "Growth of literacy engagement: changes in motivations and strategies during concept- oriented reading instruction" identify motivation for reading that consist of: intrinsic motivation which is appeared from the within of students themselves and extrinsic motivation which is appeared from students' environment. But not only motivated actually is needed even the students needs action to realized it. Because motivation is a part of interest or volitional that likelihood to react spontaneously. This is also connected between motivations and strategy that used in reading that is conceptual learning from text. Assessment was given to students to know the cognitive performance in reading and it was also related to motivation.

There were seven performances that designed for students, those are: a). stating prior knowledge (writing what the learners understand about the topic) b). searching (looking for resources and ideas about the topic) c). drawing (explain what the learners have got from drawing) d). writing (discussing their learning through composition), e). conceptual transfer (giving related cases in conceptual knowledge), f). informational text comprehension (recognizing an expository text related to the theme), g). narrative interpretation (comprehending and responding to literary text. the researchers also gave questionnaire to know the student's motivation for literacy using inductive analytic procedure.

Based on previous findings, the researcher concludes that this research relates to all the previous studies especially in the aspects of motivational activities and teaching reading. The difference between this research and those researches above is in this research applies quasi experimental research to explore the impact of motivational activities on reading comprehension in teaching EFL students.

## B. Some Pertinent Ideas

This part describes the concepts of motivational activities which cover theories of motivation that consist of internal/intrinsic factors, theories of motivation for reading in teaching EFL students, theory of Language learning. The concepts of reading cover definition of reading comprehension, dimension of reading motivation, and reading comprehension.

### 1. Theory of Motivation

#### a. Definition of Motivation

The term motivation is derived from the Latin verb movere (to move). The idea of movement is reflected in such commonsense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. Yet there are many definitions of motivation and much disagreement over its precise nature. These differences in the nature and operation of motivation are apparent in the various theories we cover in this text. For now, we will say that motivation has been conceptualized in varied ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects (Dornyei 2001).

Many early views linked motivation with inner forces: instincts, traits, volition, and will. Behavioral (conditioning) theories view motivation as an increased or continual level of responding to stimuli brought about by reinforcement (reward). Contemporary cognitive views postulate that individuals' thoughts, beliefs, and emotions influence motivation. Although there is disagreement about the precise nature of motivation, we offer a general definition of motivation that is consistent with the cognitive focus of this book on learners' thoughts and beliefs and that captures the elements considered by most researchers and practitioners to be central to motivation: Motivation is the process whereby goal-directed activity is instigated and sustained (Dornyei 2001).

Motivation is a process rather than a product. As a process that do not observe motivation directly but rather infer it from actions (e.g., choice of tasks, effort, persistance) and verbalizations (e.g., "I really want to work on this"). Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the importance of goals. Goals may not be well formulated and may change with experience, but the point is that individuals are conscious of something that they are trying to attain or avoid. Motivation requires activity-physical or mental. Physical activity entails effort, persistence, and other overt actions. Mental activity includes such cognitive actions as planning, rehearsing, organizing, monitoring, making decisions, solving problems, and assessing progress. Most activities that students engage in are geared toward attaining their goals (Dornyei 2001).

Finally, motivated activity is instigated and sustained. Starting toward a goal is important and often difficult because it involves making a commitment and taking the first step. But motivational processes are critically important to sustain action. Many major goals are long term, such as earning a college degree, obtaining a good job, and saving money for retirement. Much of what we know about motivation comes from determining how people respond to the difficulties, problems, failures, and setbacks they encounter as they pursue long-term goals. Such motivational processes as expectations, attributions, emotions, and affects help people surmount difficulties and sustain motivation. We now turn to a topic of critical importance to schooling the relation of motivation to learning and performance.

Lumsden (1994), as cause for an organism's behavior or the reason that an organism carries out some activity. The role of motivation in the teaching-learning process: Human behavior is complex and people are naturally curious. Therefore, instructional designers should meet the challenges of designing instruction assisted by motivation; because it is of paramount importance to student success. Students work longer, harder and with more vigor and intensity when they are motivated than they are not. In other words, motivation helps individuals overcome inertia.

This happens so because in the teaching-learning process, as in other various activities, there should be something that propels their mind or dangles in front to make them more active and vibrant, in classroom teaching, the major task is to nurture student curiosity as a motivation for learning. This is important because curiosity is motivation that is intrinsic to learning. The source of motivation is complex. It can be categorized into external and internal. The latter sustains behavior. Intrinsic and extrinsic motivations are two types of motivation that affect achievement of students.

However, the value of external motivation, for instance, reinforcement, is questioned from those who suggest that once it is withdrawn the behavior stops. Critics go on to say that students must have intrinsic motivation to accomplish the required activities. In intrinsic motivation the "doing" is the main reason for finishing an activity whereas in extrinsic motivation the "value" is placed at the end of an action. Infants and young Children appear to be propelled by curiosity,

driven by an intense need to explore, interact with, and make sense of their environment. As one author puts it, “Rarely does one hear parents complain that their pre-school child is ‘unmotivated’, unfortunately, as children grow, their passion for learning frequently seems to shrink.

Learning often becomes associated with drudgery instead of delight. A large number of students-more than one in four-leave schools before graduating. Many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning. Awareness of how students’ attitudes and beliefs about learning develop and what facilitates learning for its own sake can assist educators in reducing student apathy towards learning. Therefore, the role and importance of motivation is worth looking at in this regard.

What is student Motivation? Student motivation has to do with students’ desire participate in the learning process. But it also concerns the reasons or goals that underlie their involvement in academic activities (Dornyei, 2001).

Although students may be equally motivated to perform a task, the source of their motivation may differ. A student who is intrinsically motivated undertakes an activity “for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes”. An extrinsically motivated student performs “in order to obtain some reward or avoid some punishment external to the activity itself” such as grades, stickers, or teacher approval (Dornyei, 2001)

As stated above, the term motivation to learn has a slightly different meaning. It is defined by some author as “the meaningfulness, value, and benefits of academic tasks to the learner-regardless of whether or not they are intrinsically interesting”. Others note that motivation to learn is characterized by long-term, quality involvement in learning and commitment to the process of learning. Factors that influence the development of students’ motivation: According to educators, motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by parents and teachers. Children’s home environment shapes the initial constellation of attitudes they develop toward learning.

When parents nurture their children’s natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying. When children are raised at home that nurtures a sense of self-worth, competence, autonomy, and self-efficiency, they will be more apt to accept the risks inherent in learning (Guthrie, 2004).

Conversely, when children do not view themselves as basically competent and able, their freedom to enlarge in academically challenging pursuits and capacity to tolerate and cope with failure are greatly diminished. Once children start school, they begin forming beliefs about their school-related successes and failures. The source to which children attribute their successes and failures have

important implications on how they can approach and cope with learning situations. The beliefs teachers themselves have about teaching and learning and the nature of the expectations they hold for students also exert a powerful influence. As one notable educator remarked, “To a very large degree, students expect to learn if their teachers expect them to learn".

School-wide goals, policies, and procedures also interact with classroom climate and practices affirm or alter students’ increasingly complex learning-related attitudes and beliefs. Developmental changes comprise one more strand of the motivational web as well. For example, although young children tend to maintain high expectations for success even in the face of repeated failure, older students do not.

Although younger children tend to see effort as uniformly positive, older children view it as a “double-edged sword”. To them, failure following high effort appears to carry more negative implication-especially for their self-concept of ability-than failure that results from minimal or no effort. What are advantages of intrinsic motivation? Does it really matter whether students are primarily intrinsically or extrinsically oriented towards learning? A growing body of evidence suggests that it does. When intrinsically motivated, students tend to employ strategies that demand more effort and that enable them to process information more deeply. Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward.

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits. How can motivation to learn be fostered in the school setting? Although students’ motivational histories accompany them into each new classroom setting, it is essential for teachers to view themselves as “active socializing agents capable of stimulating student motivation to learn”. Classroom climate is important.

If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected they will tend to appreciate more fully in the process of learning. Various task dimensions can also foster motivation to learn. Ideally, tasks should be challenging but achievable. Relevance also promotes motivation, as does “contextualizing” learning, i.e., helping students to see how skills can be applied in the real world. Tasks that involve “moderate amount of discrepancy or incongruity are beneficial because they stimulate students’ curiosity”, and this is an intrinsic motivator (Guthrie et al 2000).

Extrinsic rewards, on the other hand, should be used with caution, for they have the potential for decreasing existing intrinsic motivation. What takes place in the classroom is critical; but “the classroom is not an island”. Depending on their degree of congruence with classroom goals and practices, school wide goals either dilute or enhance classroom efforts. To support motivation to learn,

school-level policies and practices should stress "learning, task mastery and effort" rather than relative performance and competition.

What can be done to help unmotivated students? A first step is for educators to recognize that even when students use strategies that are ultimately self-defeating (such as withholding effort, cheating, procrastination, and so forth); their goal is actually to protect their sense of self-worth. A process called attribution retraining, which involves modeling, socialization, and practice exercise, is sometimes used with discouraged students.

The goals of attribution retraining are to help students to: Concentrate on the tasks rather than becoming distracted by fear of failure; respond to frustration by retracting their steps to find mistake or figuring out alternative ways of approaching a problem instead of giving up; and attribute their failures to insufficient effort, lack of information or reliance on effective strategies rather than to lack of ability. Other potentiality useful strategies include: portray effort as investment rather than risk; portray skill development as incremental and domain specific and focus on mastery. Because the potential payoff-having students who value learning for its own sake-is priceless, it is crucial for parents, teachers, and
talk about reward and punishment as being the main influence on learning. school leaders to devote rekindling students' motivation to learn.

The behaviorists It is clear that behavior can be focused toward a reward or away from a punishment. Therefore, the involvement or non-involvement of motivation in the classroom situation is more or less a question of a carrot-and-stick approach. This is really a subject of discussion that educators broach to each other on different occasions. The basic question is should the student (the human child) be, like Pavlov's dog, driven/encouraged to a stimulus that dangles in front of him/her? (Dornyei 2001).

**b. Self-Determination Theory**

One of the most widely cited contemporary theories of intrinsic motivation is Self-Determination Theory, developed by Edward Deci and Richard Ryan. SDT (1975) states that humans have three innate psychological needs: a need to feel competent, a need to feel related and a need to feel autonomous. Intrinsic motivation develops out of the support of these needs. The authors go on to say that when people feel competent, autonomous and self-determined, they will freely seek what interests them. Under what conditions, then, would a person freely seek to engage in academic endeavors? According to the authors, intrinsically motivated learning can only occur when an individual feels freedom to make choices in the process, when the activity is challenging, and when the challenge can be conquered. Whether these conditions are met depends on the person as well as the environment. After all, different circumstances afford different perceptions.

**c. Conceptions of Intrinsic Motivation**

Some treatments of intrinsic motivation emphasize the affective quality of students' engagement in an activity-the degree to which they enjoy or derive pleasure from the experience. This kind of intrinsic motivation is more typical or recreational activities than learning activities. Other treatments of intrinsic motivation place more emphasis on its cognitive aspects (Brophy.2004)

Mostly instrinsic motivation theorists do not directly address distinctions between its affective/fun aspects and its cognitive/learning aspects. Instead of they focus on the issue of control, emphasizing that actions must be experienced as self-determined if intrinsic motivation is to develop (Brophy.2004).

Intrinsic motivation theorists tended to depict intrinsic motivation and extrinsic motivation as incompatible opposites, and to caution teachers against using extrinsic incentives lest they erode their students' intrinsic motivation to learn. This tendency to portray a simple dichotomy has receded in favor of the idea that relative autonomy increases by degrees as one moves from purely extrinsic motivation (externally controlled) through mixed forms to purely intrinsic motivation (autonomous) (Brophy.2004)).

Most intrinsic motivation theorists now concede that extrinsic incentives could be used in ways that complement other motivational strategies and do not undermine students' intrinsic motivation. Even so, these theorists still argue that intrinsic motivational approaches to teaching are preferable to extrinsic approaches. Deci and Ryan (2000) reviewed several studies indicating that self-determined learning tends to be of higher quality than extrinsically motivated learning. Teachers tend to agree (Sweet, Guthrie & Ng,1998). *Intrinsic motivation*, which refers to doing something because it is inherently interesting or enjoyable. Intrinsic motivation has emerged as an important phenomenon for educatorsa natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). Because intrinsic motivation results in high-quality learning and creativity, it is especially important to detail the factors and forces that engender versus undermine it.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards.

The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior, where it was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward (White, 1959). These spontaneous behaviors, al- though clearly bestowing adaptive benefits on the organism, appear not to be done for any such instrumental reason, but rather for the positive experiences associated with exercising and extending one's capacities.

In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one. From birth onward,

humans, in their healthiest states, are active, inquisitive, curious, and playful creatures, displaying a ubiquitous readiness to learn and explore, and they do not require extraneous incentives to do so. This natural motiva- tional tendency is a critical element in cognitive, social, and physical devel- opment because it is through acting on one's inherent interests that one grows in knowledge and skills. The inclinations to take interest in novelty, to ac- tively assimilate, and to creatively apply our skills is not limited to childhood, but is a significant feature of human nature that affects performance, persis- tence, and well-being across life's epochs (Ryan & LaGuardia, in press).

Although, in one sense, intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the nexus between a person and a task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement.

In part, these different definitions derive from the fact that the concept of intrinsic motivation was proposed as a critical reaction to the two behavioral theories that were dominant in empirical psychology from the 1940s to the 1960s. Specifically, because operant theory (Skinner, 1953) maintained that all behaviors are motivated by rewards (i.e., by separable consequence such as food or money), intrinsically motivated activities were said to be ones for which the reward was in the activity itself. Thus, researchers investigated what task characteristics make an activity interesting.

In contrast, because learning theory (Hull, 1943) asserted that all behaviors are motivated by physiological drives (and their derivatives), intrinsically motivated activities were said to be ones that provided satisfaction of innate psychological needs. Thus, researchers explored what basic needs are satisfied by intrinsically motivated behaviors.

**2. Dimensions of Reading Motivation**

Reading motivation is defined as "the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, p. 405). Reading motivation is a complex construct comprised of multiple dimensions (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997). Achievement motivation and motivation in specific domains such as reading are construed as multidimensional phenomena (e.g., Eccles & Wigfield, 2002; Schiefele, 1999; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). Factor analysis has distinguished at least nine components of reading motivation (Baker & Wigfield, 1999; Wigfield & Guthrie, 1997): (a) interest, (b) preference for challenge, (c) involvement, (d) self-efficacy, (e) competition, (f) recognition, (g) grades, (h) social interaction, and (i) work avoidance.

Furthermore, motivations that are more internal, such as interest or curiosity, preference for challenge, and involvement have been distinguished as

separate construct in structural equation modeling from more external motivations such as grades and recognition and have been found to be strongly associated with reading comprehension not only in Caucasion students, but also in minority students and other cultures (Unrau & Schackman, 2006; Wang; & Guthrie, 2004).

In this research, I limit five related dimension of reading motivation and state that they constitute a construct called internal motivation. These five dimensions of motivation are: (a) interest (b) social collaboration (c) self-efficacy (d) perceive control or autonomy (e) involvement or engagement. I focus on internal motivation, rather than external, because individuals who are internally motivated show greater perseverance and sustained effort in their activities. I focus on these five dimensions because prior research has determined their contributions to reading comprehension and literacy skills. I discuss each of the dimensions of internal motivation below:

**a. Interest**

Interest has been defined as a "relatively stable evaluative orientation toward a certain domain "(Schiefele, 1999, p.258) and described as a personal investment in an activity (Alexander & Murphy, 1998). Student interest has been shown to correlate with cognitive processes such as deeper text processing of text learning when other factor such as text length, text genre, background knowledge, and text difficulty were statistically controlled.

Interest has also been found to correlate more highly with deep-level learning than with surface-level learning from texts (Schiefele, 1996; Schiefele & Krapp, 1996). Interest is also explained as "an interactive relation between a personal and certain aspects of his/her environment (e.g., objects, events, ideas) and is therefore content specific "(Krapp, 1999; Hidi, & Renninger, 1992). Interest can be viewed both as a state and as a disposition of a person, and it has a cognitive, as well as an affective, component. Research has demonstrated that interest has a powerfull facilitative effect on cognitive functioning. Interest concentrated in individual interest and situational interest.

Individual interest refers to as personal interest, an abiding and deep-seated personal involvement with a given topic, domain, or activity (Hidi, 1990; Schiefele, 1991). An individual interest in a subject- matter, by definition, implies the desire to learn more about it. Individual interest is conceptualized as a relatively stable motivational orientation or personal disposition that develops over time in relation to a particular topic or domain and is associated with increased knowledge, value, and positive feelings (Renninger, 1990, 1992, 1998, in press; Schiefele, 1991, 1998). Readers are therefore expected to be more highly engaged in reading about a content area in which they have an individual interest. This greater degree of engagement (along with the prior knowledge they have acquired about the content) is likely to result in more effective learning from such text (Alexander, 1998).

Individual interest in reading can mean enjoying reading and choosing to read; it can equally mean the deliberate pursuit of the investigation of reading as a human activity.

Hidi and Harackiewicz (2000) stated that "situational interest is generated by certain conditions and/or stimuli in the environment that focus attention, and that represent the more immediate affective reaction that may not last "(p.152). Situational interest is defined as temporary interest that arises spontaneously due to environmental factors such as task instructions or an engaging text. (Schraw G, etc 2001).

*Situational interest* is spontaneous, transitory, and environmentally activated (Krapp *et al.*, 1992), whereas *personal interest* is less spontaneous, of enduring personal value, and activated internally (Schiefele, 1999). Situational interest often precedes and facilitates the development of personal interst (Krapp *et al.*, 1992). Situational interest appears to be especially important in catching students' attention, whereas personal interest may be more important in holding it (Hidi and Baird, 1986; Mitchell, 1993).

Situational interest increases learning when a task or to-be-learned information is novel (Hidi, 1990), or when information is relevant to a task or learning goal (Schraw and Dennison, 1994; Shirey, 1992). Text variables such as coherence (Wade, 1992), identifying with characters (Anderson *et al.*, 1987), suspense (Jose and Brewer, 1984), and the concreteness and image- ability of salient text segments (Sadoski *et al.*, 1993) also increase situational interest. Situational interest plays an important role in learning. Situational interest is an emotional state aroused by features of environmental or textual stimuli. Characteristics that have been found to arouse situational interest include textual coherence and comprehensibility, novelty and personal relevance (Hidi & Baird, 1986; Schiefele, 1999).

Empirical findings consistently show that all categories of interest aid reading recall and comprehension (Hidi, 2001). Interest has been shown to influence reading skills in a number of ways. Sentences with high-interest content are more likely to be remembered in cued recall measures than low-interest sentences (Anderson, et al. 1984). Schraw, Bruning, and Svoboda (1995) found situational interest experienced by college students while reading resulted in improved recall. Experiments with reading occurring under a variety of conditions, such as reading silently and aloud and reading with required post-tasks, have exhibited positive influences of interest (Anderson, et al. 1984).

Interest is believed to improve learning by intensifying engagement and automatic allocation of attention (Hidi, 2001; for another viewpoint, see Shirey & Reynolds, 1988)**.** In some cases, this quality of interest can detract from learning, as in the case of readers who are distracted from deep meanings in a text by "seductive details" (Wade, Schraw, Buxton & Hayes, 1993), elements which rivet readers and cause them to ignore more important aspects of what they are reading.

Whereas most theorist agree that interest is a phenomenon that emerges from the reaction of individuals to their environment.

**b. Social collaboration**

Collaboration among learners in reading is been correlated with dimensions of intrinsic motivation such as curiosity and reading involvement, as well as amount and breadth of reading (Wigfield &Guthrie). Students who like to participate in a group of learners by completing assignment are likely intrinsically motivated readers and subsequently have more positive reading outcomes. Social motivation also leads to more reading, more effort, and greater levels of achievement in reading.

Students' intrinsic motivation and efficacy during their work with complex comprehension strategies are increased when they have opportunities to share their questions, interesting texts, and new information (Gambrell, Mazzoni, & Almasi, 2000). Systematic support for collaborative activity enables students to clarify their understanding of the core ecological concepts. Students greatly enjoy working with other students, and when such groups are structured in productive ways, students' motivation and learning can be enhanced. Nejad G S and Keshavarsi A (2015) states that there is correlation between social collaboration and reading.

The results also revealed that control group was more anxious in reading than experimental group. In the case of students' attitudes, the average mean of attitude score for students in the cooperative learning group showed a strong relationship with this learning approach.

Effective instruction for reading comprehension must include support for all of those cognitive, motivational, conceptual, and social processes within the classroom (Guthrie & Wigfield, 2000).

Social collaboration during reading, that includes social goals and collaborative activities, was the fourth motivation-supporting practice. Mean effect sizes for collaboration were 0.52 for motivation, and 0.48 for text comprehension. Motivation-supporting practices appear to increase motivation and text comprehension in controlled laboratory-based studies Reynolds & Symons, 2001).

**c. Self-efficacy**

Albert Bandura is a theorist of self-efficacy in 1977 as part of his social cognitive theory of motivation. Social learning theory suggests that an individual's achievement depends on the interactions of three factors, namely cognitive and personal factors, behavioral and environmental events. One of the indexes of the cognitive factor is the beliefs of self-efficacy.

Self-efficacy refers to individuals' judgment and perceptions about whether they are capable of doing well and accomplishing a task (Bandura, 1997). It concerns an individual's self-efficacy regarding their own abilities to succeed in a task. It has an influence on an individual's feeling, thinking, motivation, and behavior. People with low self-efficacy perceive difficult tasks as 'personal threats'. Reading self-efficacy refers to individuals' judgments or self-evaluations about their ability to do well on reading activities such as reading a book, or reading a passage (Chapman et al.,2000; Schunk & Pajares, 2002;

Wigfield et al., 2006). Reading self-efficacy has been found to correlate positively with different measures of reading, such as reading comprehension (Schunk & Rice, 1993), breadth of reading and amount of reading outside of school (Wigfield & Guthrie, 1997).

Competence and efficacy beliefs refer to individuals' assessments of their ability to accomplish a task or activity, such as reading a book or a passage in a book. The major influences on children's efficacy beliefs are how well they have done on similar tasks or activities and the feedback and encouragement that they receive from others. Although all of those factors are important, successful previous performance is the most important factor (Bandura, 1997). Researchers have shown that children with high self- efficacy (a) try more difficult activities, (b) do better on different achievement activities, and (c) persist even if they have trouble completing the activities (e.g., Bandura, 1997; Schunk & Zimmerman, 1997). Schunk and Rice (1993), who studied children's self-efficacy for reading, found that children who received training to enhance their reading self-efficacy and strategy use were higher achievers in reading.

Roslan S & Maryam H (2015) conclude that there is a significant correlation between reader self-efficacy and reading comprehension. Moreover, readers' self-efficacy in different levels of foreign language proficiency is different, and readers who have high level of proficiency, perform reading task better than readers who are considered as high self-officious. In other hand some of researchers have another opinion. It should be noted that this contradicts earlier findings of Wolters and Rosenthal (2000), who reported that there is no significant relationship between self-efficacy and reading achievement. Similarly, Choi (2005) findings indicated no significant correlation between either general self-efficacy or academic self-efficacy and the terms grades of students.

**d. Perceived control/Autonomy**

Perceived control over reading refers to students' choices and perceptions of their own control over their reading-related activities (Guthrie et al., 2007). Skinner and Greene (2008, in press) describe perceived control as individuals' interpretations of the control they have over their experiences and the expectations that the self can produce desired and prevent undesired outcomes. Perceived control and choice are associated positively with achievement in reading (Skinner, Wellborn, & Connell 1990; Sweet, Guthrie, & Ng, 1998).

Bouvet and Gurses (2016) assume that ther is a small negative correlation between perceived use of reading strategies and reading comprehension for all participants and, in particular, for the Australian subgroup; however, correlation coefficients were not statistically significant.

"Autonomy for reading is defined as having some control over one's own reading behavior. When students feel autonomous in their reading, they perceive that they made the decision about what they read and whether to read at all, and hence are more intrinsically motivated to read. In this survey, preference

for autonomy measures the extent to which students are motivated by having autonomy or control over their own reading. If students score high, then they are highly motivated when they have choices; conversely, when they score low, autonomy is not as strong a motivator to read. Although teachers should always try to include some amount of choice in their reading activities and assignments, they should especially emphasize choice for students who show high preference for autonomy."

**e. Involvement**

Involvement can be defined as a descriptor of internal motivation that refers to the feeling of being absorbed in reading activities and spending significant amounts of time reading. Involvement and interest are highly related but they are still separable from each other. Devotion of time to an activity or a task denotes the individual's involvement in it. Students who are highly involved in reading seem to create the opportunities that will support long periods of sustained reading such as organizing their activities and planning for reading time. (Wigfield & Guthrie, 1997)**.**

Stuts F, Schaffer E & Schiefelle U (2015) state that "Reading amount was assumed to mediate the relation between reading motivation and reading comprehension. Moreover, the potentially mod- erating role of gender was explored. Structural equation analyses revealed that involvement contributed significantly to reading comprehension, and this relationship was mediated through reading amount. Competition- oriented reading motivation was directly and negatively related with reading comprehension. The predictive contributions of reading motivation were confirmed in an alternative model with text-level comprehension as the dependent variable and both word- and sentence-level comprehension as additional predictors. Finally, gender did not moderate the obtained relations. "

**3. Theory of Language Learning**

A theory of language learning is an account of the psycholinguistic and cognitive processes involved in learning a language and of the conditions that need to be met in order for these processes to take place (Johnston et al 1999).

Learning strategies are defined as specific actions, behaviors, steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning" (Scarcela & Oxford,192, p. 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self- regulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social.

Cognitive strategies allow the learner to manage the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas

(knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally. Cognitive strategies were significantly related to L2 proficiency in studies by Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994), among others. Of these studies, three were specifically in EFL settings: Ku (Taiwan), Oxford, Judd, and Giesen (Turkey), and Park (Korea). The other two studies involved the learning of Kanji by native English speakers (Kato, 1996) and the learning of various foreign languages by native English speakers (Oxford & Ehrman, 1995).

Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 assignment, gathering and organizing materials, arranging a study spot and a schedule, observing mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.

Among native English speakers learning foreign languages, Purpura (1999) found that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61). Studies of EFL learners in various countries (e.g., in South Africa, Dreyer & Oxford, 1996; and in Turkey, Oxford, Judd, & Giesen, 1998) uncovered evidence that metacognitive strategies are often strong predictors of L2 proficiency.

Memory-related strategies help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies empower learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard) (see Oxford, 1990 for details and multiple examples).

Memory-related strategies have been shown to relate to L2 proficiency in a course devoted to memorizing large numbers of Kanji characters (Kato, 1996) and in L2 courses designed for native -English speaking learners of foreign languages (Oxford & Ehrman, 1995). However, memory-related strategies do not always positively relate to L2 proficiency. In fact, the use of memory strategies in a test-taking situation had a significant negative relationship to learners' test performance in grammar and vocabulary (Purpura, 1997). The probable reason for this is that memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but that learners need such strategies much less when their arsenal of vocabulary and structures has become larger.

Compensatory strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge. Cohen (1998) asserted that

compensatory strategies that are used for speaking and writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

However, Little (personal communication, January, 1999) and Oxford (1990, 1999a) contend that compensation strategies of any kind, even though they might be used for language use, nevertheless aid in language learning as well. After all, each instance of L2 use is an opportunity for more L2 learning. Oxford and Ehrman (1995) demonstrated that compensatory strategies are significantly related to L2 proficiency in their study of native -English-speaking learners of foreign languages.

Affective strategies, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self- talk, have been shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African EFL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages. However, in other studies, such as that of Mullins (1992) with EFL learners in Thailand, affective strategies showed a negative link with some measures of L2 proficiency.

One reason might be that as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive, metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be less need for affective strategies as learner's progress to higher proficiency.

Social strategies (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language. Social strategies were significantly associated with L2 proficiency in studies by the South African EFL study by Dreyer and Oxford (1996) and the investigation of native -English-speaking foreign language learners by Oxford and Ehrman (1995).

**4. Concept of Reading Comprehension**

**a. Definition of Reading**

There are various ways of how reading is defined. Nuttall (1998:2) for example, defines reading into three different meanings as reflected by the words: understand, interpret meaning, sense, etc., in the first place; decode, decipher, identify etc., in the second; and articulate, speak, pronounce etc., in the third. She further says that the first group of classification is the highest.

Thus, reading is the way in which meant is the focus of the activity. Without getting the meaning, in her opinion, comprehension cannot thus appear. This in turns, means that without comprehension, reading does not mean anything. In addition, she also argues that the way of getting the meaning includes the other two steps: decoding and articulating process, although the later is not very common for more advanced reader.

According to Crawley and Mountain (1995:14) “reading is a complicated act that involves much more than decoding symbols. It also involves the following: visual, thinking, psycholinguistic, metacognitive, and technological processes. Merely sounding out words is not reading.”

Another view of reading is proposed by Block (1986:463) who says that “whatever label is attached to reading, the core is that reading involves thoughts that wander or rush through the minds of the readers, the searches and the struggles for meaning, the reflections and associations, hidden from the outside observer”. This steps and struggle for sense, based on Eskey (1988) should be effective and efficient.

In line with Eskey (1988), Grabe (1991) says that “…the notions of fluent reading are rapid, purposeful, interactive, comprehending, flexible, and gradually developing”. Explaining his definition Grabe futher says that fluent reading is rapid. this means that the reader needs to maintain the flow of information at a sufficient rate to make relation and inferences vital to comprehension.

Reading is purposeful; the reader has a purpose for reading, whether it is for entertainment, information, and so on. This gives motivation- an important aspect of being a good reader. Reading is interactive in that the reader makes use of his/her background knowledge as well as the information from the printed page.

Reading is also interactive in the sense that many skills work together simultaneously in the step. Reading is to comprehend; that is to say, the reader typically hopes to understand what is read. Reading is flexible, a range of strategies are used by the reader to read effectively and efficiently. Reading develops gradually; that is, one does not become a fluent reader immediately after a reading development course, rather it takes long painsticking efforts with gradual development’.

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort *Cahyono & Widiati, The Teaching of EFL Reading* 37 made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998).

The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Thus, the term reading in this research refers to the nature of reading in this sense, not to the initial reading.

Research studies on reading comprehension have revealed that reading is complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction (Alfassi, 2004). students need to know how to learn from reading in order to be able to enter the present literate society and have a

succesful communication. Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 1988)

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The process results from a negotiation of meaning between the text and its reader. The knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome most texts are understood in different ways by different readers (Lee, 2000).

Based on the definition above, reading can be defined simply as the ability to get comprehension from the written text. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehend easily by the reader. The purpose of reading depends on the reader. the readers read based on the information their need.

**b. Definition of Reading Comprehension**

Reading Comprehension is one of the most essential study skills in higher education. Academic and even technical courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic life and beyond. Reading comprehension is one of the most essential skills that should be developed and nurtured in a child at home and in school because it is fundamental to success in academic life and beyond. According to Al Noursi (2014), the ability to read for various purposes is a precursor of a successful learning in schools, colleges, and universities. He further notes that it is a survival skill in the 21st century may it be for students or professionals. Dagget and Hasselbring (2007, p. 1), on the other hand, consider reading as ‘the key enabler of learning for academic proficiency’.

Hence, not being able to develop effective reading can have adverse effects on learning across the curriculum, motivation to read, attitudes toward life, and performances in the workplace. Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension.

Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998). The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text.

Comprehension is understanding the meaning of what is the read from the print, illustrations, layout and design (Elizabeth, 2008:190). According to

Hornby in Lusiana (2007:10) reading comprehension means reading with the power of understanding of the printed symbols.

Reading comprehension is the goal instruction in reading and recognition is a means to help achieve that goal (Choate, 1995:153). According to Bartlet in Nunan (1995:68), discourse comprehension involves a transaction of utilizing linguistic cues and background knowledge to reconstruct meaning, these schemata are extremely important, particularly to second and foreign language.

Johnston (1983) defines reading comprehension in this way: In a nutshell then, reading comprehension is viewed as the process in using the cues provided by the author and one's prior knowledge to infer the author's intended meaning. There is consensus (Rosenshine, 1980) that reading comprehension entails about seven skills: recognizing sequence, recognizing words in context, identifying main idea, decoding detail, drawing inferences, recognizing cause and effect, and comparing and contrasting.

Finally, reading comprehension can be defined as the term used to identify some skills, needed to understand and apply information contained within the researcher form. It refers to the act of getting thought from printed symbols in which that there is a significant relevance between the previous experience and the reading comprehension ability.

**c. Kind of Reading**

According to Burn (1984:150), reading comprehension consist of four categories, they are as follows:

1) Literal reading

This is the level of getting the primary, direct literal meaning of reasoning for it merely a skill of finding what the authors say. in this case, a reader must first understand what the authors say before he/she can draw an inference or make evaluation. the students are able to recall, identify, classify, and sequence details, facts, effects and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the detail information of a text effectively, especially in comprehending the text as it stated by word, sentences, or paragraph in the text. threfore this level of comprehension is important since it serves as prerequisite for higher-level comprehension.

2) Interpretive reading

In includes thinking skills in which readers identify ideas and meaning that are not stated explicitly in the written text. Interpretive comprehension usually includes making inference about main ideas of passage, referents of adverb, omitted words. Besides, it also contains detecting the mood of the passage and the author's purpose in writing a selection, drawing conclusion and interpreting figurative language.

3) Applied reading

The basic concept of applied reading is evaluating written material, for instance comparing the ideas discovered in the material with known standards a

conclusion about accuracy, appropriateness, and timelines. The reader must be an active reader, questioning, searching for facts, and suspending judgement until he/she considered all the materials.

4) Creative reading

Understanding at the creative level involves applying new knowledge to an existing situation, or applying existing knowledge to a new situation. It is also concerned with the production of new ideas and the solving of problem of an open-ended kind, where more than one course of action is possible. This occurs when readers apply what has been read to a new situation and then recombines the author's idea to make new concepts. Through creative reading comprehension, a reader creates something new.

**5. Reading Strategies**

Abbot, et.al (1981) categorized reading strategies into several kinds. They are effective reading, survei reading, skimming reading, scanning, and intensive reading.

1) Effective reading

The effective reading means be able to read accurtely and efficiently and to understand as much of the passage as you need in order to achieve your purpose.

2) Survei reading

The survei reading is specialized techniques, for getting top view of an article, chapter, or entire book.

3) Skimming

Skimming means enable of people to select content that they want to read and to discard that which is quintile for their purpose. skimming can also be called as the eyes quickly over the text to discover what is about, the main ideas, and the gist.

4) Scanning

Scanning is to serve two functions. They are uncovering relevant information and accelerate your reading speed flexibility or the reader work out for particular item believes is in the text. Scanning is read a test quickly in order to locate a specific item of information.

5) Intensive reading

The intensive reading method is study reading. It involves close study of the text. As amount of comprehension should be high, the speed of reading is correspondently slower.

**6. Level of Comprehension**

In teaching reading comprehension, the teacher should be aware of level of comprehension, so that they have some criteria by which to judge the materials they use in the classsroom, and also the levels of comprehension use by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written form. Fairbairn, et al (1996:14) divides the level of comprehension into three categories:

1) Literal comprehension

It is getting primary, direct, literal meaning of an idea in context. There is no depth in this kind of reading. The reader is reading receptively and somewhat passively if only gets literal meaning. Being able to read for literal meaning stated idea is influented by one's mastery of vocabulary in context. Cadieux (2005:2) stated that in the real comprehension, the answer clearly stated all in one place, in one sentence or two sentences together in the reading passage. There may be clue words. Students can find the answer clearly states in one place in the passage text. So, some questions that can be asked to student in this level are finding vocabulary in content, recalling details, and understanding sequence.

2) Interpretive comprehension

In this level of comprehension, the readers read between the lines make connections among individual stated ideas, make inferences, draw conclusions, or experience emotional reaction. The readers probe for greater depth than in literal comprehension. Cadieux (2005:2) explained that in interpretive comprehension, students can get answer in the text, but it is not located all in place. And there probably are not clue words. Students find piecies of information that they can put together to answer of the questions. They are concerned with supplying meanings not dierctly stated in the text. At this level the reader can be tested on the following task:

a. Rearrange the ideas or topic discussed in the text
b. Explain the author's purpose of writing in the text
c. Summarize the main ideas when this is not explicitly stated in the text
d. Select conclusion which can be deduced from the text they have read

3). Extrapolative comprehension

In this level of comprehension, the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information are evaluated. The answer is not directly stated in the text, but it is hinted at (implied). Students use clues, along with their prior knowledge, to figure out the answer (Cadieux, 2005:2). Extrapolative evaluation occurs only after the students have understood the ideas and information the researcher presented. At this level, the readers can be tested on the following skills:

a) The ability to differentiate between fact and opinion
b) The ability to recognize persuasive statement
c) The ability to judge the accuracy of the information given in the text

The three level of comprehension that mentioned by Fairbain and Winch above is relevant with classification of Jones (2005:65) they state that there are three types of comprehension: translation, interpretation, and extrapolation. (1) Translation is an activity requiring the change of form of communication. It requires students to rephrase or restate a text in his/her own words to put into a form other than the original form in which it was learned; (2) Interpretation involves a rearrangement. It requires students to identify the major ideas in a text and understand how various parts of the message are interrelated; and (3) extrapolation is an extension of interpretation and could include the statements about the consequence of a communication. It requires students to do something "extra" with the material or event that is comprehended. That is, students can

determine implications, identify consequences, draw conclusions, or make inferences that are in keeping with the information contained in the text.

The level of comprehension classification of Fairbain that will be used in this research is also in line with the classification in Rivers (1987), he said that there are three levels of comprehension and the good reader reads at all three, they are reading the lines, reading between the lines, and reading beyond the lines.

**Conceptual Framework**

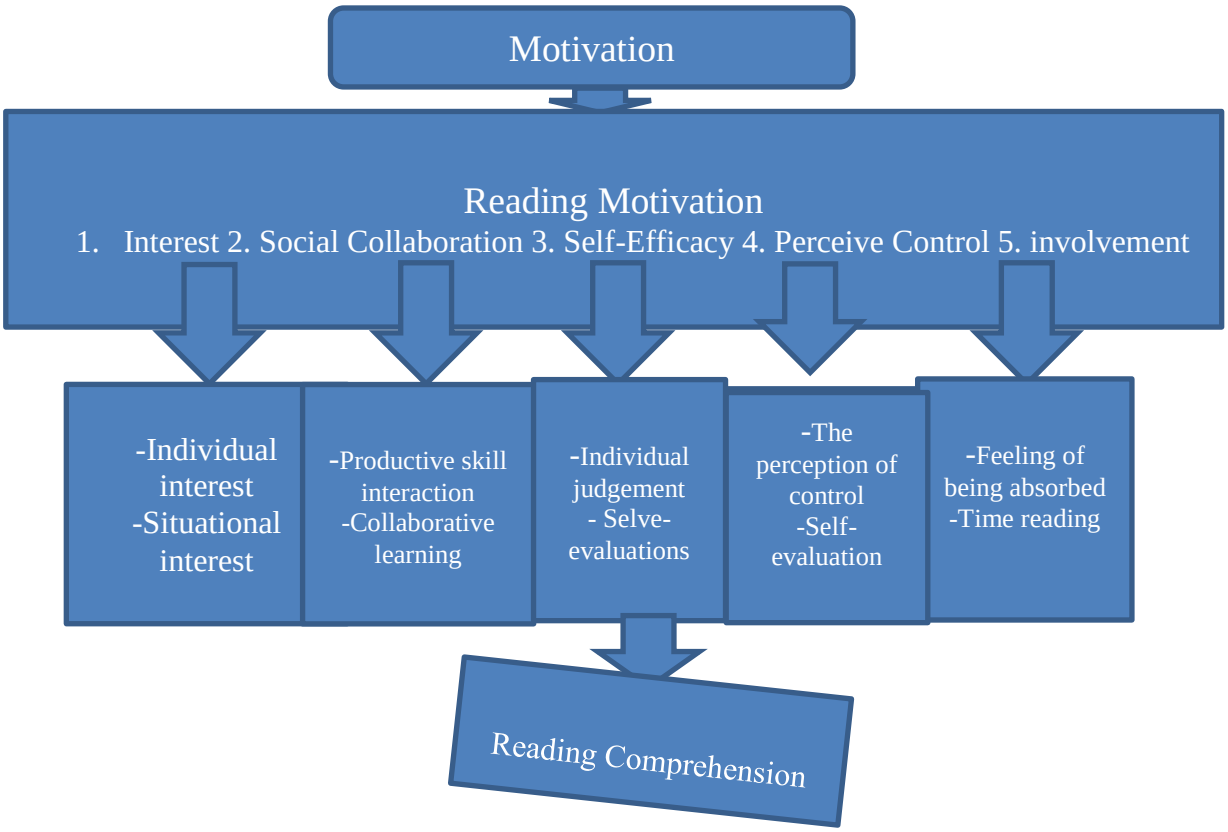



Figure 2.1. Conceptual framework

Reading motivation consist of five dimension as written above, it is as input and Reading comprehension as the output. There are five dimension of reading motivation (interest, social collaboration, self-efficacy, perceive control, and involvement) were hypothesized to have effect on the reading achievement.

## Hypothesis of the Research

Based on the review of literature and the conceptual framework above, the hypothesis is formulated as follows:

1. Contribution of interest to the students' reading comprehension
2. Contribution of social collaboration to the students' reading comprehension
3. Contribution of self-efficacy to the students' reading comprehension
4. Contribution of perceived control to students' reading comprehension
5. Contribution of involvement to the students' reading comprehension

# III RESEARCH METHODOLOGY

## A. Research Design

This research was quantitative in nature, that intended to find out the contribution of students' reading motivation (interest, social collaboration, self-efficacy, perceived control, and involvement) and their reading comprehension. This research also employed correlation design to see the correlation between the variables involving path analysis (Gall et.al., 2007).

Then, a path analysis design is used to see the model of the relationship between the variables. The research is proposed to explain the students' reading comprehension in relation to interest, social collaboration, self-efficacy, perceived control, and involvement. It also used Structural Equation Model (SEM) in analysis of Moment Structure (AMOS), that is the influence of motivation toward reading comprehension.

Based on the research problems, the purpose, and the hypothesis, there are five variables used in this present research; five independent or exogenous variables and one dependent or endogenous variable. Interest, social collaboration, self-efficacy, perceived control, and involvement are independent variables and students' reading comprehension is dependent variable.

## B. Operational Definition

1. Motivation is the process whereby goal-directed activity is instigated and sustained (Dornyei 2001).
2. Intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable. Intrinsic motivation has emerged as an important phenomena for educators a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991).
3. Reading motivation is conceptualized as "the individual's goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (Guthrie & Wigfield, 2000, p. 405).
4. Reading comprehension is reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998).

## C. Population and Sample

The population of this research was the second semester students of English department of Muhammadiyah Makassar amount 300 in academic year 2015/2016 spread in 10 classes. The sample of the research were 120 students. This sample was used random sampling because there are 10 classes and it is considered that all students has the same opportunity in homogeny class. They were choosen because the students have reading course subject and they have attended previous reading course in the first semester, it appeared to have

equipped them with their cognitive study in the 2nd semester and intended to find out their motivation in learning reading course in the classroom.

### D. Instrument of the Research

This study used two kinds instruments, namely questionnaire and reading test. The first was the questionnaires, it was prepared by giving The MRQ (Wigfield & Guthrie, 1995). It was administered to measure the students' reading motivation. Data indicating students' motivation for reading were obtained through the MRQ and it was analyzed using path analysis. (MRQ: Motivations for reading Questionnaire was designed to assess five different dimensions of reading motivation: interest, social collaboration, self-efficacy, perceived control and involvement. The

Questionnaire consisted of 20-item that aimed at measuring the students reading motivation. Before distributing the set of each questionnaire to the sample of study, each of them was piloted to a group of students who were purposively separated from the sample. Due to the limited number of students who were selected as the sample and in order to fulfill the minimum requirement of sampling in the path analysis, the students participating in this pilot study were chosen from different class. They were students from the Faculty of teacher training and education majoring English in the same semester. It was assumed that this group of students has similar characteristics of the sample group and would be able to help in validating the instrument. It was estimated that each questionnaire needs estimated time of around 30 to 60 minutes. The piloting process was conducted in order to test the validity of the questionnaire content; whether the wording is clear and understood by the respondents. In addition to find out the validity of the questionnaire, the piloting process also looked for the reliability.

Reliability refers to the consistency of the scores obtained (Fraenkel & Wallen, 2006). Dornyei (2003) defines an appropriate and well-documented reliability of a questionnaire as consisting of at least one aspect: internal consistency. Further, he also explains that this attribute refers to homogeneity of the items making up the various multi-item scales within the questionnaire.

Internal consistency reliability is measured by the Cronbach Alpha coefficient which ranges between 0 and +1 (Dornyei, 2003). Dornyei furher argued that Cronbach Alpha is proved to give an accurate internal consistency estimate and appropriate for answers that are coded dichotomously, such as a Likert Scale. This coefficient is used to calculate the reliabilty of the items that are not scored right versus wrong (Fraenkel, Wallen and Hyun, 2012). This pilot study gives beneficial information to the researcher in terms of time estimation for the respondents to fill in the questionnaires. Before the administration of both piloting and real data collection, general instruction on how to answer the items contained on the questionnaire was given. The result of the calculation showed that all questionnaires used in this study had high reliability for Motivation Reading Questionnaire (MRQ), 687. (See Appendix).

The second was Reading test. It was given to students to know the students' achievement in reading. The purpose of giving assessment was to find out the students' reading achievement that focuses on detail, sequence, inference, vocabulary, and main idea. it also conducted piloting as the same as questionnaire. The question of reading assessment consisted of 20 numbers of items but after piloting just consist of 15 questions. The detailed information of the instruments used in this study was presented in Table 3.1

Table 3.1 Research Instrument used

| No. | Instrument | Data | Variables | Analysis |
|---|---|---|---|---|
| 1 | Questionnaire | The Students'opinion | Students'interest, social collaboration, self-efficacy, perceive control, and involvment | Tabulating the students responses and computing the result of questionnaire in SPSS |
| 2 | Reading Test | The students'score on reading comprehension | English Foreign Language (EFL) reading comprehension | Scoring students' correct answer and computing the score of the test in SPSS |

## E. Validation Instrument

**Path (unstandardized estimation)**

Figure 3.4 Design Model: Corrected Corelation: Confirmatory Factor Analysis 1

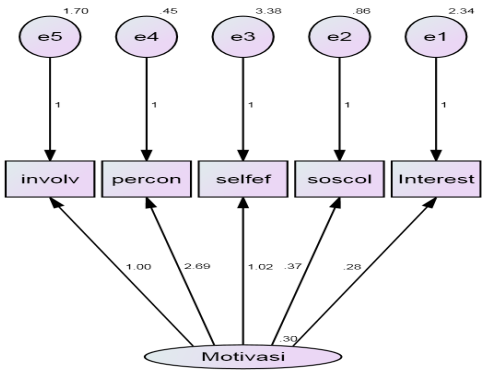



Figure 3.4 Design model path of motivation inidicates that there was positif effect of reading motivation toward interest which each one improvement of motivation in one item cause interest 0.28. It meant that statistically this score was significant.

Figure 3.5 Design Model: Corrected Corelation: Confirmatory Factor Analysis 2

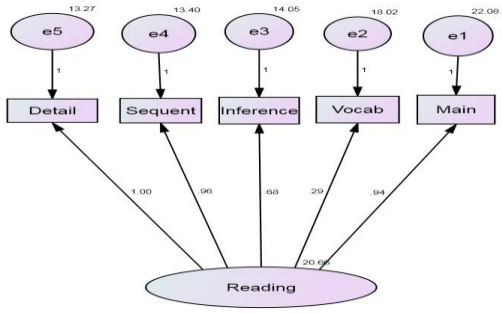



Figure 3.5 Design model path of Reading indicates positif effect

To know the criteria from correlation between items in a whole text, it can be said based on the explanation from Cronbach (in Azwar, 2012: 148) that

the coefficient is between 0.30 – 0.50 has given good contribution. In another word that minimum standar coefficient correlation is 0.50. The result of measuring is stated empirically by coefficient correlation.

## F. Technique of Data Collection

Technique of data collection were explained as follows:

**1. Likert Scale**

The technique that employed in this study was distributed questionnaire as a tool to collect the data using written statement or question that is should be answered in written. The questionnaire was given to know the student's motivation that consist of five dimension (interest, self efficacy, social collaboration, perceived control, and involvement).

**2. Reading Test**

The second technique, give assessment about reading. This test aimed to know the students' achievement. It also used the same way with the questionnaire process. This study employed Path Analysis using the IBM SPSS 21 to validate and test the invarience of the hyphothesized models. According to Salkind (2007), Path Analysis is defined " a method of describing and quantifying the relationship of a dependent variable Y to a set of other variable" (p.745), whose effect can be direct or indirect via other variables. Referring to its definition and characteristics, Path Analysis was considered a suitable statistical analysis for this study as it tried to explore reading motivation correlate significantly to the reading comprehension.

Scoring Procedure:

A response may be scored in two ways:

1. Judge the overall correctness as compared to the ideal answer.
   a) A totally incorrect response receives zero points.
   b) A response containing the basic key elements receives five points indicating a correct response.
2. An analytic scoring procedure is used to identify essential key elements of the ideal answer, which total ten points.
   a) An incorrect response containing a minor key element, but lacking essential key elements as determined by the ideal answer, receives one to four points.
   b) An essentially correct response (at least five points) is further analyzed in term of the elements contained in the response, six to ten points are awarded.

Categories of questions (also referred to as Type of questions)

Detail : Questions which require specific responses using stated directly in the passage

Vocabulary : Questions which require responses to the contextual meaning of specific words or groups of words.

Sequence : Questions which require the student to manipulate information

about (1) events as they happen (organization of time) and (2) cause and effect relationships

Main idea : Questions which require the student to use all the information in the passage to arrive at the main thought expressed in the entire passage

Inference : Questions which require manipulation of the information in the passage to arrive at a logical conclusion which may be beyond information stated in the passage.

## G. Technique of Data Analysis

The data of this research analyzed separately. The data was analyzed using path analysis design and Structural Equation Model (SEM) in Analysis of Moment structures (AMOS) to see whether there was the influence of motivation or not to students'reading comprehension. The collected data through questionnaire and test analyzed quantitatively. The collected data from questionnaires was scoring using based on a Likert Scale, for instance: 1) scoring the questionnaires into gained score;

1) Very Different from Me (Sangat Berbeda Dariku) level for the score 1
2) A Little Different from me (Sedikit Berbeda Dariku) level for the score 2
3) A Little Like Me ((Sedikit Mirip Denganku) level for the score 3
4) A Lot Like Me (Banyak Mirip Denganku) level for the score 4

Those are used to measure the dimension of reading motivation. All the data was analyzed using path analysis that is aimed to identify the great effect to one variable to another one.

## IV. FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion. Findings described the students' reading interest, social collaboration, self efficacy, perceived control, and involvement correlate significantly to reading comprehension and also the result of students' reading comprehension. The next part is discussion in which the results from previous studies. The findings and the discussion are presented as follows:

### A. Research Findings

Motivation becomes an important factor for someone to learn a language as it triggers him/her to initiate learning and to maintain learning process (Guilloteaux & Dornyei, 2008). There, in this study motivation in reading particularly was investigated for its potensial to contribute in EFL learning.

The research question related to this part is "Does interest contribute to the students' reading comprehension ?, Does social collaboration contribute to the students' reading comprehension ?, Does self-efficacy contribute to the students' reading comprehension ?, Does perceived control contribute to the students' reading comprehension ?, Does involvement contribute to the students' reading comprehension ?

The report of the findings consisted of Path Analysis design by giving questionnaire for motivation and giving reading achievement test. Before doing to submit the data from questionnaire, all the variables must be classified firstly based on available sample, then giving scoring to the alternative answer that has been determined. From the classification can be known the respondent score to the variable that is examined.

The questionnaire was given to measure the students' motivation related to reading (Interest, social collaboration, perceive control, self-efficacy, involvement). Students in this questionnaire were classified as having one of four levels of classification. The level of classification was: 1) Very Different from Me (Sangat Berbeda Dariku) level for the score 1, 2) A Little Different from me (Sedikit Berbeda Dariku) level for the score 2, 3) A Little Like Me ((Sedikit Mirip Denganku) level for the score 3, 4) A Lot Like Me (Banyak Mirip Denganku) level for the score 4

Structural Equation Modeling (SEM) analysis data distributed normally to avoid bias in interpretation the data that can influence another data. To measure the normality was done together with the test process model through computerisizing using *software* AMOS.

For the purpose of clarity, the results are sequentially presented using each research questions as follows:

**1. Dimension of Reading Motivation**

This part of the research is the main problem of the the research. It is aimed to know the effect of reading motivation. Reading motivation has five dimension as variable of this research, those are interest (X1), social collaboration (X2), self-efficacy (x3), perceived control (x4), and involvement (x5). Meanwhile reading achievement (Y) consists of: main idea, vocabulary, inference, sequence, and detail.

This part of research findings presents the descriptive statistics of students reading motivation that consists of five dimension, those are interest, social collaboration, self-efficacy, perceived control, and involvment. Table 4.1 below shows the general overview of the five variables.

Table.4.1 Descriptive statistics of dimension on reading motivation

| Variable | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Interest | 120 | 10 | 16 | 13.64 | 1.544 |
| Social collaboration | 120 | 8 | 12 | 10.28 | .952 |
| Self-efficacy | 120 | 15 | 23 | 19.30 | 1.930 |
| Perceive control | 120 | 9 | 16 | 12.79 | 1.634 |
| Involvement | 120 | 6 | 12 | 9.75 | 1.422 |
| Valid N (listwise) | 120 | | | | |

As shown in table 4.1 above, the mean score of students' self-efficacy was 19.30 (highest), and students' involvement mean score was 9.75 (the lowest). From this result, it is assumed that the students had high self-efficacy toward reading comprehension. Meanwhile, the mean score of the other dimension of reading motivation were ranging from 10.28 (social collaboration) 12.79 (perceived control), and 13.64 (interest). Looking at the minimum and maximum score of the students on each variable, it seems that those scores are seen as the two extremes (very low and very high).

Inferential Analysis of students Motivation

The next data was presented in this section based on the result of students' responses which were presented in a four-point scale, ranging from 1 to 4 (see Chapter III) with the criteria below

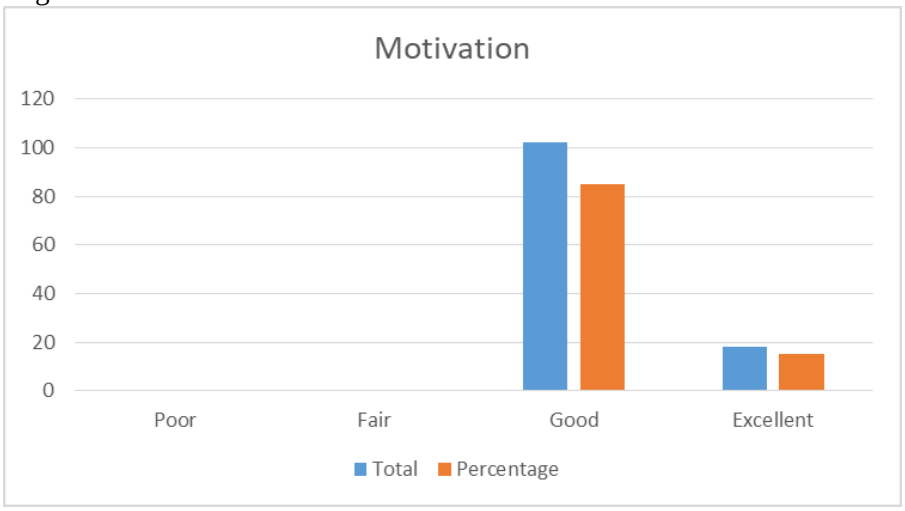
It can be seen from the description of motivation as follows:

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 20 – 30 | Poor | 0 | 0 |
| 31 – 50 | Fair | 0 | 0 |
| 51 – 70 | Good | 102 | 84.9 |
| 71 – 80 | Excellent | 18 | 14.9 |

(Source: Depdiknas, 1985:6)

Table 4.2 indicates the distribution of the percentage and the classification of students motivation of 120 respondents. Based on the table, it can be inferred that the students' motivation was good (84.9%). While 14.9% students got excellent. There were no students who answer poor and fair. It can be seen in illustration as follows:

Figure 4.1 Motivation




The Description of Motivation has been broken down into the sub variable of motivation. In order to give clearer description of the results on each sub variable in table 4.2 and figure 4.1 the following tables present the percentage of the students' score based on the part mentioned above.

a. Descriptive and Inferential Statistics on Interest as Dimension of Reading Motivation.

There were 120 students of 2nd semester who filled the interest and the result is presented on table 4.3 below.

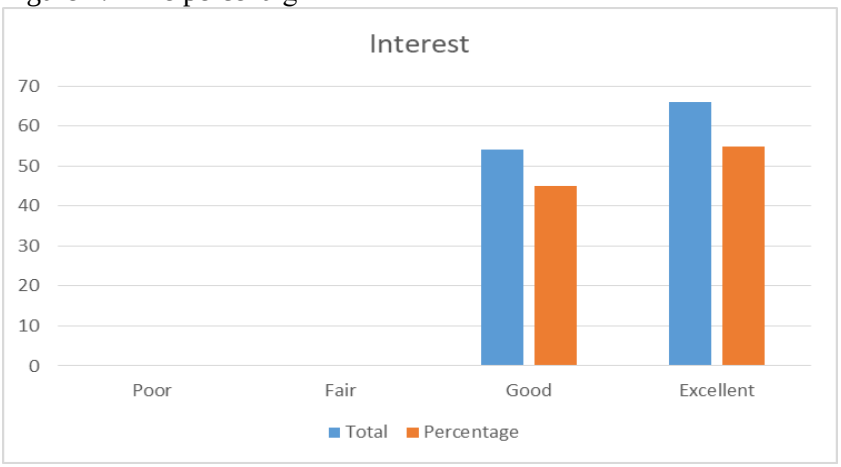
Table 4.3 students' interest description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 4.0 - 5.5 | Poor | 0 | 0 |
| 5.6 - 9.5 | Fair | 0 | 0 |
| 9.6 - 13.5 | Good | 54 | 45 |

| | | | |
|---|---|---|---|
| 13.6 - 16.0 | Excellent | 66 | 55 |

As can be seen in the above table (4.3), none of the students are classified was poor and pair of student's interest. The percentage of the students' interest in good and and excellent levels were 45% and 55%, respectively. Therefore, majority of the students were in excellent level. The good level occupied students'interest occupied the second position. It can be stated that their interest was excellent. In order to have clearer description on students' interest level, figure 4.2 below describe the illustration.

Figure 4.2 The percentage of students' interest




b. Descriptive and Inferential Statistics on Social Collaboration as Dimension of Reading Motivation

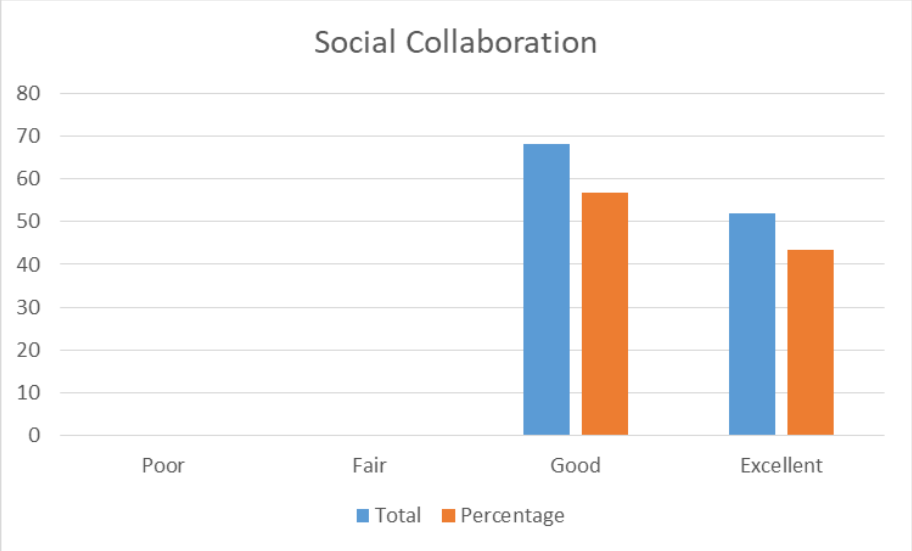
Table 4.4 Students' Social Collaboration Description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 3 - 4.5 | Poor | 0 | 0 |
| 4.6 - 7.6 | Fair | 0 | 0 |
| 7.6 - 10.5 | Good | 68 | 56.7 |
| 1 0.6- 12 | Excellent | 52 | 43.3 |

As shown in the above table, none of the students are classified was poor and pair of student's interest. The percentage of the students'social collaboration in good and and excellent levels were 56.7% and 43.3%, respectively. Therefore, majority of the students were in good level. The good level occupied students'social collaboration occupied the first position while excellent level was

found in the second position. It can be stated that their social collaboration was good. In order to have clearer description on students' social collaboration level, figure 4.3 below describe the illustration.

Table 4.3 The percentage of students'social collaboration




c. Descriptive and Inferential Statistics on Self-efficacy as Dimension of Reading Motivation.

Table 4.5 Students'self-efficacy description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 6 - 9 | Poor | 0 | 0 |
| 9.1 -15 | Fair | 2 | 1.7 |
| 15.1-21 | Good | 99 | 82.5 |
| 21.1-24 | Excellent | 19 | 15.9 |

As shown in the above table, none of the students are classified poor. The percentage of the students' self-efficacy in fair, excellent, and good levels were 1.7%, 15.9% and 82.5% respectively. Therefore, majority of the students were in good level. It can be stated that their self-efficacy was good. In order to have clearer description on students'self-efficacy figure 4.4 below describe the illustration

Figure 4.4 The Percentage of students'self-efficacy

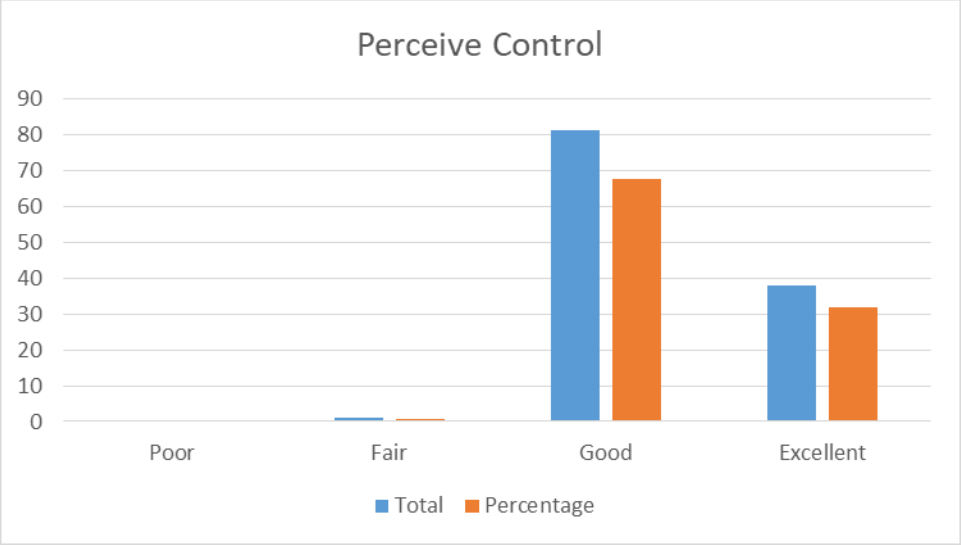

d. Descriptive and Inferential Statistics on Perceived Control as Dimension of Reading Motivation Effect toward Students' Reading Comprehension.

Table 4.6 Students' Perceived control description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 4.0 - 5.5 | Poor | 0 | 0 |
| 5.6 - 9.5 | Fair | 1 | 0.8 |
| 9.6 - 13.5 | Good | 81 | 67.5 |
| 13.6 - 16.0 | Excellent | 38 | 31.7 |

As shown from the above table (4.6), the highest percentage was 67.5% in good level, the lowest percentage was 0.8% in fair level, and the excellent level was 31.7% but none of student got poor level. It can be stated that their perceived control was good. The students perceived control can be illustrated in the following figure.

Figure 4.5 The percentage of students'perceived control



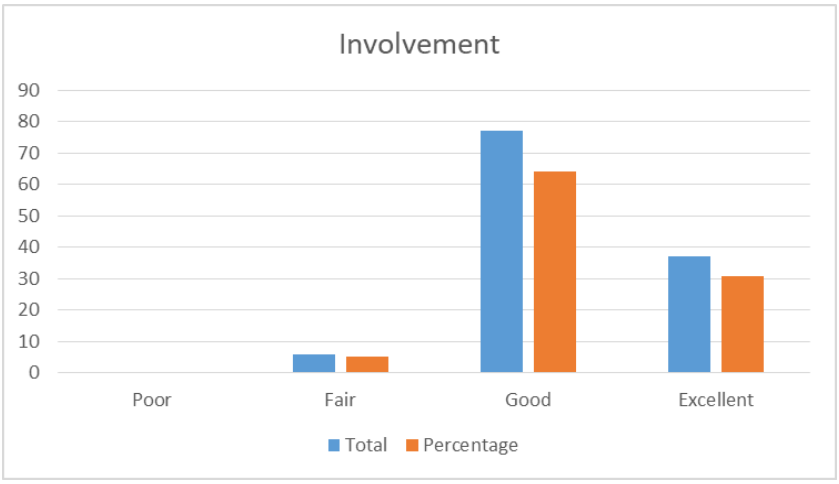

e. Descriptive and Inferential Statistics on Involvement as Dimension of Reading Motivation

Table 4.7 students' involvement description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 3 - 4.5 | Poor | 0 | 0 |
| 4.6 - 7.6 | Fair | 6 | 5 |
| 7.6 - 10.5 | Good | 77 | 64.2 |
| 10.6- 12 | Excellent | 37 | 30.8 |

As shown in the above table (4.6) the highest percentage was 64.2.5% in good level, none of the student got poor level, while there was 5% got fair level, and there was 30.8% got excellent level. It can be stated that their involvement was good. The student's involvement can be illustrated in the following figure.

Figure 4.6 The percentage of students'involvement




**2. Students' Reading Comprehension**

In order to make clearer explanation. The following is the descriptive about Students' Reading Comprehension. It can be seen from the table.

Table 4.8 Descriptive statistics of Students'Reading Comprehension

| Indicator | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| detail | 120 | 10 | 36 | 18.80 | 5.849 |
| sequent | 120 | 10 | 37 | 21.67 | 5.730 |
| inference | 120 | 14 | 36 | 24.29 | 4.884 |
| vocab | 120 | 16 | 39 | 27.02 | 4.466 |
| main | 120 | 10 | 36 | 21.30 | 6.373 |
| Valid N (listwise) | 120 | | | | |

As shown in above table 4.8, students the mean score of students' vocabulary was 27.02 (the highest), and students' detail mean score was 18.80 (the lowest). From this result, it is assumed that the students had high achievement in vocabulary. Meanwhile, the mean score of the other indicator of reading achievement were ranging from 21.30 (main idea) 21.67 (sequent), and 24.29 (inference). Looking at the minimum and maximum score of the students on each variable, it seems that those scores are seen as the two extremes (very low and very high). It can be seen from the description of Reading achievement below

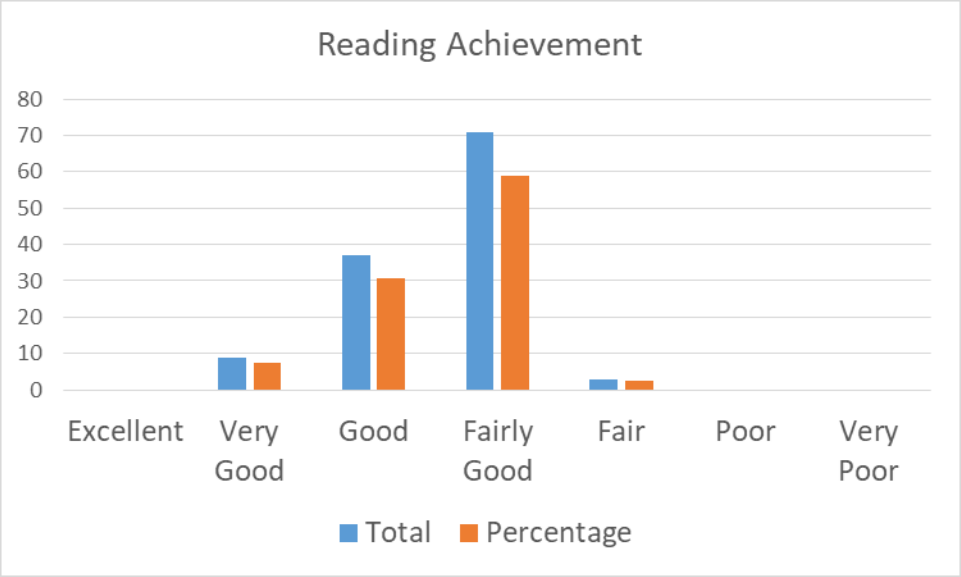
Table 4.9 Description of Reading Comprehension

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 178 - 200 | Excellent | 0 | 0 |

| | | | |
|---|---|---|---|
| 148-177 | Very Good | 9 | 7.4 |
| 118-147 | Good | 37 | 30.7 |
| 88-117 | Fairly Good | 71 | 58.9 |
| 58-87 | Fair | 3 | 2.4 |
| 28-57 | Poor | 0 | 0 |
| 0-27 | Very Poor | 0 | 0 |

As shown in above table 4.9 indicates the distribution of the percentage and the classification of students' Reading Comprehension of 120 respondents. Based on the table, it can be inferred that the students Reading Comprehension was failry good (58 .9%). While 30.7% students got excellent. There was 2.4% got fair. There were no students who answer poor, very poor and excellent. From the table can be stated that the students reading comprehension was fairly good. It can be seen in illustration as follows:

Figure 4.7 The Percentage of Reading Comprehension




The Description of Reading Comprehension has been broken down into the detail, sequence, inference, vocabulary, and main idea. In order to give clearer description of the results on each sub variable in table 4.9 and figure 4.7 the following tables present the percentage of the students' score based on the part mentioned above.

**a.** Descriptive and Inferential Statistics of detail

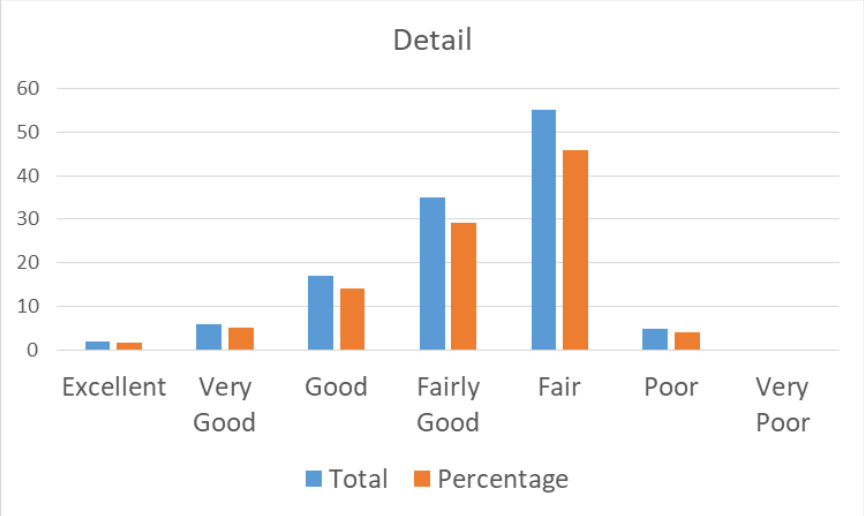
Table 4.8 students' detail description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 36 - 40 | Excellent | 2 | 1.7% |

| | | | |
|---|---|---|---|
| 30-35 | Very Good | 6 | 5.1% |
| 24-29 | Good | 17 | 14.0% |
| 18-23 | Fairly Good | 35 | 29.1% |
| 12-17 | Fair | 55 | 45.8% |
| 6-11 | Poor | 5 | 4.2% |
| 0-5 | Very Poor | 0 | 0.0% |

As shown in above table 4.8 indicates the distribution of the percentage and classification of the students reading achievement score in detail. Based on the table, it can be inferred that reading achievement of students was fair. There was 45.8% (55 students) got fair achievement. There were none students got very poor achievement. There was 29.1% (35 students) got fairly good achievement. There was 14.0% (17 students) got good achievement. There was 5.1% (6 students) got very good achievement and excellent achievement was 1.7% (2 students) and only 4.2% (5) students got poor achievement. The students' reading (detail) achievement can be illustrated in figure 4.8 below.

Figure 4.8 The percentage of student's detail




b. Descriptive and Inferential Statistics of sequence

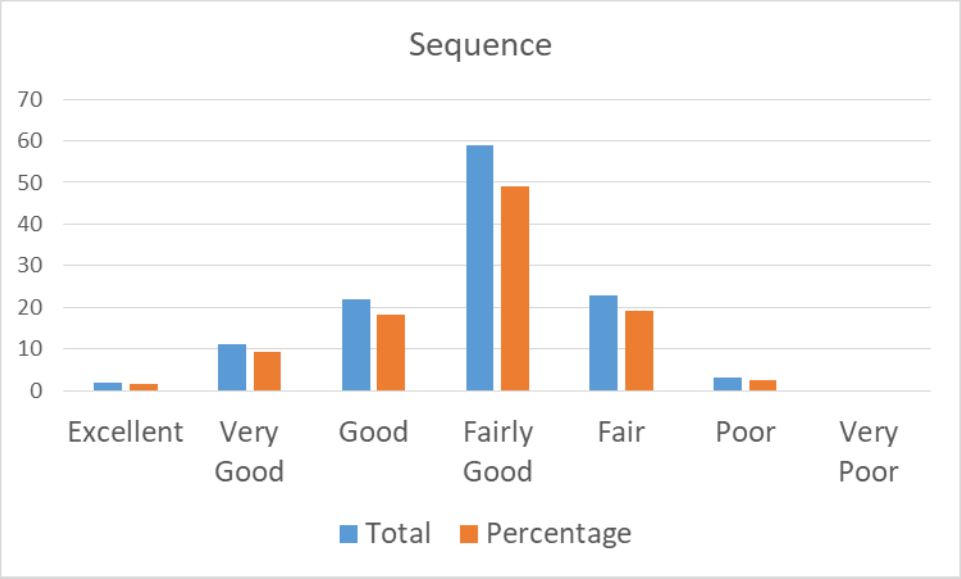
Table 4.9 students' sequence description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 36 - 40 | Excellent | 2 | 1.6 |
| 30-35 | Very Good | 11 | 9.3 |
| 24-29 | Good | 22 | 18.2 |

| | | | |
|---|---|---|---|
| 18-23 | Fairly Good | 59 | 49.2 |
| 12-17 | Fair | 23 | 19.1 |
| 6-11 | Poor | 3 | 2.5 |
| 0-5 | Very Poor | 0 | 0 |

As shown in above table 4.9 indicates the distribution of the percentage and classification of the students reading achievement score in sequence. Based on the table, it can be inferred that reading achievement of students was fairly good. There was 49.2% (59 students) got fairly good achievement. There were none students got very poor achievement. There was 19.1% (23 students) got fairl achievement. There was 18.2% (22 students) got good achievement. There was 9.3% (11 students) got good achievement and excellent achievement was 1.6% (2 students) and only 2.5% (3 students) got poor achievement. The students' reading (detail) achievement can be illustrated in figure 4.8 below

Figure 4.9 The percentage of students' sequence




c. Descriptive and Inferential Statistics of Inference

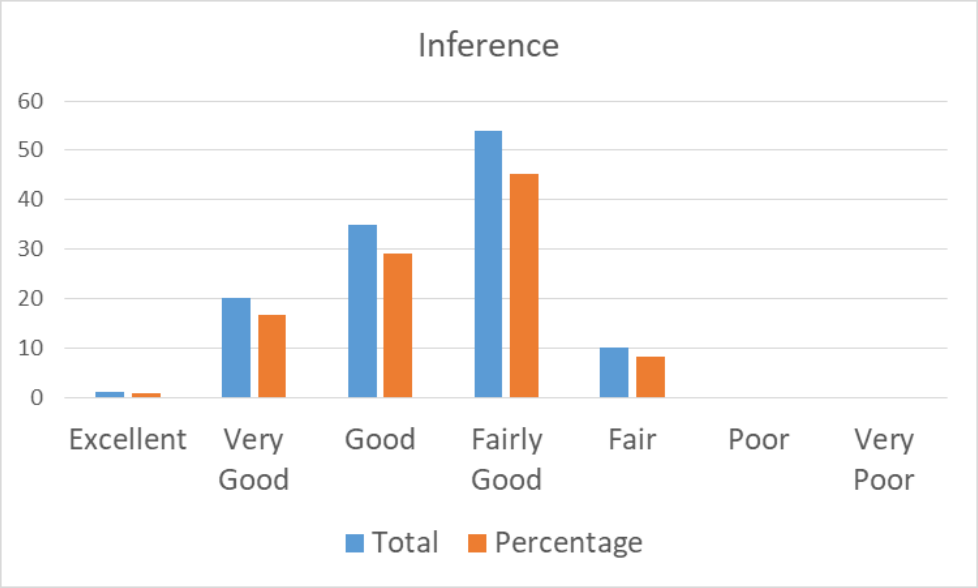
Table 4.10 students' inference description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 36 - 40 | Excellent | 1 | 0.8 |
| 30-35 | Very Good | 20 | 16.7 |
| 24-29 | Good | 35 | 29.2 |

| | | | |
|---|---|---|---|
| 18-23 | Fairly Good | 54 | 45.1 |
| 12-17 | Fair | 10 | 8.3 |
| 6-11 | Poor | 0 | 0 |
| 0-5 | Very Poor | 0 | 0 |

As shown in above table 4.10 indicates the distribution of the percentage and classification of the students reading achievement score in inference. Based on the table, it can be inferred that reading achievement of students was fairly good. There was 45.1% (54 students) got fairly good achievement. There were none students got poor and very poor achievement in inference. There was 29.2% ( 35 students) got good achievement. There was 16.7% (20 students) got very good achievement. There was 8.3% (10 students) got fair achievement and only 0.8% (1 students) good excellent achievement and the students' reading (inference) achievement can be illustrated in figure below.

Figure 4.10 The percentage of students'inference




d. Descriptive and Inferential Statistics of Vocabulary

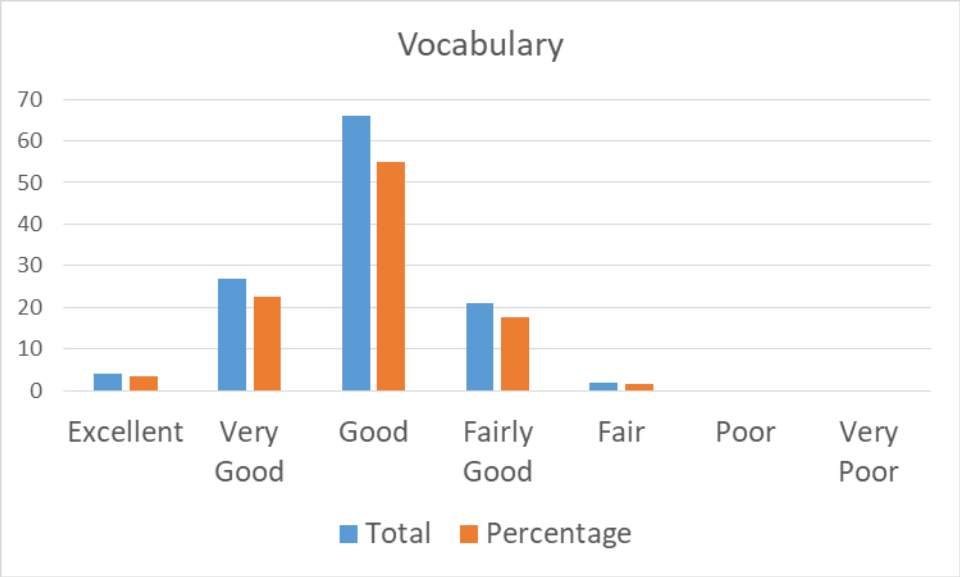
Table 4.11 Students' vocabulary description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 36 - 40 | Excellent | 4 | 3.3 |

| | | | |
|---|---|---|---|
| 30-35 | Very Good | 27 | 22.5 |
| 24-29 | Good | 66 | 54.9 |
| 18-23 | Fairly Good | 21 | 17.5 |
| 12-17 | Fair | 2 | 1.6 |
| 6-11 | Poor | 0 | 0 |
| 0-5 | Very Poor | 0 | 0 |

As shown in above table 4.11 indicates the distribution of the percentage and classification of the students reading achievement score in vocabulary. Based on the table, it can be inferred that reading achievement of students was good. There was 54.9% (66 students) got fairly good achievement. There were none students got poor and very poor achievement. There was 22.5% (27 students) got very good achievement. There was 17.5% (21 students) got fairly good achievement. There was 3.3% (4 students) got excellent achievement and and only 1.6% (2 students) got fair achievement. The students' reading (detail) achievement can be illustrated in figure below.

Figure 4.11 The percentage of vocabulary




e. Descriptive and Inferential Statistics of main Idea

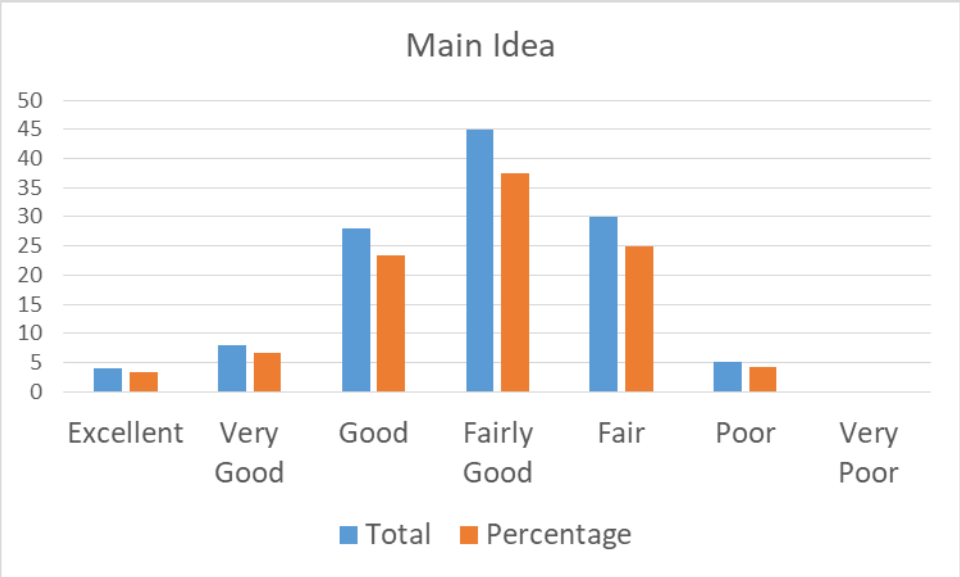
Table 4.12 student' main idea description

| Interval | Classification | Total | Percentage |
|---|---|---|---|
| 36 - 40 | Excellent | 4 | 3.3 |
| 30-35 | Very Good | 8 | 6.6 |
| 24-29 | Good | 28 | 23.3 |
| 18-23 | Fairly Good | 45 | 37.5 |

| | | | |
|---|---|---|---|
| 12-17 | Fair | 30 | 24.9 |
| 6-11 | Poor | 5 | 4.2 |
| 0-5 | Very Poor | 0 | 0 |

As shown in above table 4.12 indicates the distribution of the percentage and classification of the students reading achievement score in main idea. Based on the table, it can be inferred that reading achievement of students was fairly good. There was 37.5% (55 students) got fairly good achievement. There were none students got very poor achievement. There was 24.9% (30 students) got fairly good achievement. There was 23.3% (28 students) got good achievement. There was 6.6% (8 students) got very good achievement and excellent achievement was 3.3% (4 students) in main idea. The students' reading (main idea) achievement can be illustrated in figure

Figure 4.12




**3. The Relationship between Dimension of Reading Motivation and Reading Comprehension**

The previous sub-chapter aims at presenting the description of the research variables in details in order to provide the profiles of dimension of reading motivation in Universitas Muhammadiyah Makassar (interest, social collaboration, self-efficacy, perceived control, involvement, and reading achievement. The data presented was based on the students' self report on how they perceived their reading motivation. The findings from the descriptive analysis gave analysis picure on students reading motivation. the mean score of students' self-efficacy was 19.30 (highest), and students' involvement mean score was 9.75 (the lowest).

From this result, it is assumed that the students had high self-efficacy toward reading comprehension. Meanwhile, the mean score of the other dimension of reading motivation were ranging from 10.28 (social collaboration) 12.79 (perceive control), and 13.64 (interest). Looking at the minimum and maximum score of the students on each variable, it seems that those scores are seen as the two extremes (very low and very high).

In order to address the relationship between the five research variable (interest, social collaboration, self-efficacy, perceive control, and involvement) use were further analyzed. With this intention, path analysis was choosen with regards to its function "as a versatile statistical tool which is specifically ideal when language learners' variables are of concern in research (Rastegar, 2006, p.103). Path Diagram (figure 4.8) has been developed to illustrate the relationship among reading motivation and reading assessment.

Figure 4.13 Unstandardized Path of Motivation

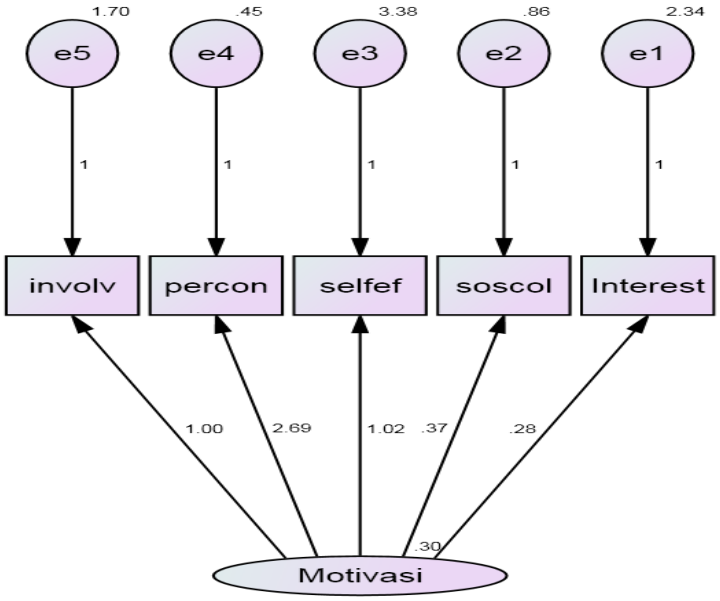



Figure 4.13. Construct Validity Empiric Students motivation

Based on the analysis of Construct Validity Empiric shows that:

- Contribution of indicator achievement value motivation toward interest showed very low indicator construction with value $0.1^2=0.01$

- Contribution of indicator achievement value motivation toward social collaboration showed low indicator construction with value $0.22^2=0.04$
- Contribution of indicator achievement value motivation toward self-efficacy showed low indicator construction with value $0.29^2=0.08$
- Contribution of indicator achievement value motivation toward perceived control showed very strong indicator construction with value $0.91^2=0.82$
- Contribution of indicator achievement value motivation toward involvement showed low indicator construction with value $0.39^2=0.15$

  In another word can be said that motivation is built by five variabel those are: interest, social collaboration, self-efficacy, perceive control, and involvement which support or give positif contribution toward the motivation itself.

1. Dimension of motivation : Interest
   Interest as variabel is used to measure the students' reading interest correlate significantly to reading comprehension. It has two indicator those are: Individual interest and situational interest that consists of 4 items.
2. Dimension of motivation: social collaboration
   Social Colaboration as variable is used to measure the students' reading social collaboration to reading comprehension. It has two indicator those are collaborative learning and productive skill that consist of 4 items
3. Dimension of motivation: Self-eficacy
   Self-efficacy as variable is used to measure the students' reading self-efficacy to reading comprehension. It has two indicator those are individual judgemnet and self evaluation that consists of 6 items
4. Dimension of motivation: Perceived control
   Perceived control as variable is use to measure the students' reading perceived control to reading comprehension. It consists of two indicators those are the perception of control and students'choices that consists of 4 items
5. Dimension of motivation: Involvement
   Involvemnet as variable is used to measure the students' reading involvement to reading comprehension. It has two indicators those are feeling of beeing absorbed and time reading that consists of 3 items.

Table 4.13 Estimation Path Coefisien Motivation (the assessment of Validity)

Variances: (Group number 1 - Default model)

| | Estimate | S.E. | C.R. | P | Label |
|---|---|---|---|---|---|
| Motivasi | .351 | .190 | 1.846 | .065 | par_10 |
| e11 | 6.635 | 3.728 | 1.780 | .075 | par_11 |
| e5 | 1.654 | .246 | 6.724 | *** | par_12 |

| | Estimate | S.E. | C.R. | P | Label |
|---|---|---|---|---|---|
| e4 | 2.059 | .340 | 6.051 | *** | par_13 |
| e3 | 2.503 | .424 | 5.902 | *** | par_14 |
| e2 | .871 | .115 | 7.584 | *** | par_15 |
| e1 | 2.291 | .302 | 7.594 | *** | par_16 |
| e6 | 14.804 | 2.633 | 5.623 | *** | par_17 |
| e7 | 12.199 | 2.459 | 4.961 | *** | par_18 |
| e8 | 14.282 | 2.160 | 6.611 | *** | par_19 |
| e9 | 17.522 | 2.337 | 7.499 | *** | par_20 |
| e10 | 22.300 | 3.534 | 6.309 | *** | par_21 |

Tabel 4.13 This table is aimed to measure whether the construction (indicator) are able or not to reflex the laten variable. The result fulfils the criteria is Critical Ratio (CR) > 1.96 with probability (P)<0.05. The Sign *** is significan < 0.001

Table above indicates about the contribution line through table shows that all indicator empirically significant. In other word that all indicators are able to use as a test to measure the student's motivation.

**4. Reading Comprehension**

Figure 4.14 Confirmatory Factor Analysis of Reading

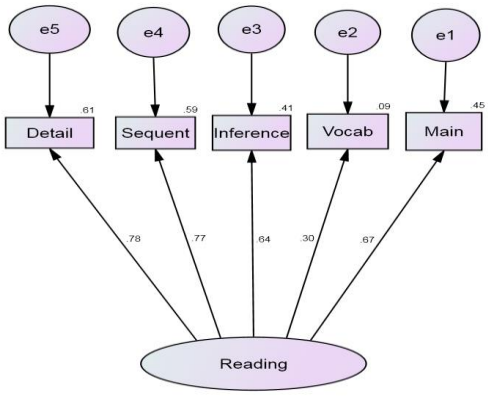



Figure 4.14 Construct Validity Empiric Students Reading Achievement
Based on the analysis of Construct Validity Empiric shows that:

- Contribution of indicator achievement value reading toward main idea showed strong indicator construction with value $0.67^2=0.44$
- Contribution of indicator achievement value reading toward vocabulary showed low indicator construction with value $0.30^2=0.09$
- Contribution of indicator achievement value reading toward inference showed strong indicator construction with value $0.64^2=0.40$
- Contribution of indicator achievement value reading toward sequence showed strong indicator construction with value $0.77^2=0.59$
- Contribution of indicator achievement value reading toward detail showed strong indicator construction with value $0.78^2=0.60$
  In another word can be said that reading is built by five indicators those are main idea, vocabulary, inference, sequence and detail which support or give positif contribution toward the reading itself.

Table 4.16 Estimation Path Coefficients Reading (the assessment of Validity)

Regression Weights: (Group number 1 - Default model)

| | | | Estimate | S.E. | C.R. | P | Label |
|---|---|---|---|---|---|---|---|
| Reading | <--- | Motivasi | 5.968 | 2.040 | 2.926 | .003 | par_9 |
| involv | <--- | Motivasi | 1.000 | | | | |
| percon | <--- | Motivasi | 1.297 | .412 | 3.146 | .002 | par_1 |
| selfef | <--- | Motivasi | 1.842 | .616 | 2.990 | .003 | par_2 |
| soscol | <--- | Motivasi | .284 | .192 | 1.479 | .139 | par_3 |
| Interest | <--- | Motivasi | .452 | .310 | 1.458 | .145 | par_4 |
| detail | <--- | Reading | 1.000 | | | | |
| sequent | <--- | Reading | 1.032 | .132 | 7.799 | *** | par_5 |
| inference | <--- | Reading | .700 | .113 | 6.219 | *** | par_6 |
| vocab | <--- | Reading | .344 | .103 | 3.334 | *** | par_7 |
| main | <--- | Reading | .970 | .147 | 6.616 | *** | par_8 |

Tabel 4.16 This table is aimed to measure whether the construction (indicator) are able or not to reflex the laten variable. The result fulfils the criteria is Critical Ratio (CR) > 1.96 with probability (P)<0.05. The Sign *** is significant < 0.001

Tabel 4.16 indicates about the contribution line through table shows that all indicator empirically significant. In other word that all indicators are able to use as a test to measure the student's achievement.
Figure 4.15 Path Design

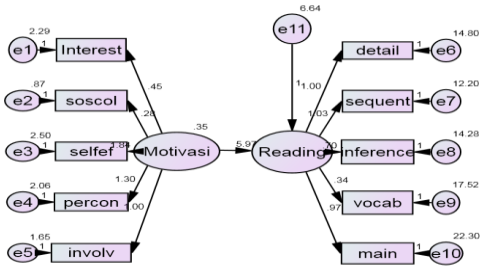



Figure 4.15 showed that there was positif influence motivation toward reading which every improvement motivation caused the improvement of reading achievement 5.97. Students who have motivated were able to improve their achivement in reading. In particular, students with high motivation reported low reading achievement.

In order to make more explanation, the followings are the steps in analyzing Path :

Tabel 4.17

Assessment of normality (Group number 1)

| Variable | min | max | skew | c.r. | kurtosis | c.r. |
|---|---|---|---|---|---|---|
| main | 10.000 | 36.000 | .400 | 1.790 | -.513 | -1.148 |
| vocab | 16.000 | 39.000 | .408 | 1.826 | .116 | .259 |
| inference | 14.000 | 36.000 | .457 | 2.045 | -.380 | -.849 |
| sequent | 10.000 | 37.000 | .624 | 2.792 | .161 | .359 |
| detail | 10.000 | 36.000 | .940 | 4.204 | .367 | .821 |
| Interest | 10.000 | 16.000 | -.171 | -.765 | -.625 | -1.398 |
| soscol | 8.000 | 12.000 | -.162 | -.722 | -.512 | -1.144 |
| selfef | 15.000 | 23.000 | .049 | .220 | -.803 | -1.797 |
| percon | 9.000 | 16.000 | .094 | .421 | -.571 | -1.276 |
| involv | 6.000 | 12.000 | -.134 | -.601 | -.652 | -1.459 |
| Multivariate | | | | | -2.679 | -.947 |

The criteria Assessment of normality variable: -2.58<c.r.>+2.58

Table 4.17 assessment of normality with normality univariate and multivariate is aimed to analyze the level of normality data that is used in this

research. Univariate value CR to Skewness is hoped about ± 2.58. When the value is out from CR there is tolerant if multivariate value is still about ± 2.58.

It indicated that all variable fullfilled assessment of normality based on the criteria assessment of normality. Multivariate towards score of c.r. -947 shows that score of c.r. multivariate is between : -2.58<c.r.>+2.58 means that all variables fulfilled assessment of normality (all variable are distributed normal). Assesment of normality is aimed to examine whether regression model, independent variable and dependent variable, both are distributed normal or not. In other words that all variables are able to be used as assessment.

## B. Discussion

### 1. Contribution of Reading Motivation

#### a. Contribution of Interest

Interest as the variable of dimension of reading motivation have positive affect toward reading comprehension. It meant that there was effect between interest and reading achievement of students.

The previous part of this chapter presents the findings based on descriptive and inferential statistics on the research variables of reading motivation: interest, social collaboration, self-efficacy, perceived control, involvement and reading comprehension, and their interrelationship, in order to answer the research questions.

This part (discussion) further interpret those statistical results, as an attempt to move beyond the data and integrate the results of the study with the existing theories and research. Overall, the discussion in this part addresses firstly, students' motivation and secondly, the interrelationship of those in affecting their English achievement.

The research question to this part is "Does interest contribute to the students' reading comprehension ?, Does social collaboration contribute to the students' reading comprehension?, Does self-efficacy contribute to the students' reading comprehension?, Does perceived control contribute to the students' reading comprehension?, Does involvement contribute to the students' reading comprehension?.

The finding of this study revealed in general, the reading motivation affect to the students'reading comprehension. It was proved by the $r^2$ ($0.81^2$) =0.6561 or 65.6% regarded as good. It indicated that the students' motivation was very important for learning English particularly in reading comprehension.

Based on the data of student's motivation, it seems that the interest as the first dimension of motivation is very low, it could be seen from the $r^2$ ($0.1^2$) = 0,01= 1%. This data was collected by inferentially using path analysis, and the results have been presented previously in the findings section. Inferentially, it was found that there was a linear relationship between motivation and reading. In this case, the students' motivation particulary interest influenced reading achievement.

Interest is believed to improve learning improve learning by intensifying engagement and automatic allocation of attention (Hidi, 2001; for another

viewpoint, see Shirey & Reynolds, 1988)**.** In some cases, this quality of interest can detract from learning, as in the case of readers who are distracted from deep meanings in a text by "seductive details" (Wade, Schraw, Buxton & Hayes, 1993), elements which rivet readers and cause them to ignore more important aspects of what they are reading.

Empirical findings consistently show that all categories of interest aid reading recall and comprehension (Hidi, 2001). Interest has been shown to influence reading skills in a number of ways. Sentences with high-interest content are more likely to be remembered in cued recall measures than low-interest sentences (Anderson, et al. 1984). Schraw, Bruning, and Svoboda (1995) found situational interest experienced by college students while reading resulted in improved recall. Experiments with reading occurring under a variety of conditions, such as reading silently and aloud and reading with required post-tasks, have exhibited positive influences of interest (Anderson, et al. 1984).

**b. Contribution of Social Collaboration**

Nejad G S and Keshavarsi A (2015) states that there is correlation between social collaboration and reading. The results also revealed that control group was more anxious in reading than experimental group. In the case of students' attitudes, the average mean of attitude score for students in the cooperative learning group showed a strong relationship with this learning approach.

This study supports that cooperative learning is a good option in teaching reading comprehension and can work better than traditional direct instruction in improving the reading comprehension achievement of students. So, it is beneficial for teachers to develop reading comprehension knowledge, small group cooperative skills, and abilities of students in accordance with the academic requirements.

Applying cooperative learning in the classroom does not mean abandoning the teacher-fronted mode, but it emphasizes various modes of learning. Therefor to achieve this goal, it is essential to train teachers to know how to participate students in learning process, how and when to assign learning objectives to learners and how to monitor each student within each small group.

The findings of the study also proved the results of Johnson and Johnson (1995) who believe that if group mates feel positively interdependent with one another, a supportive atmosphere can develop their learning too.

The findings of this study showed that the use of cooperative learning in reading comprehension classes can lead to students' reading anxiety reduction and higher performance in reading comprehension.

**c. Contribution of Self-efficacy**

Roslan S & Maryam H (2015) conclude that there is a significant correlation between reader self-efficacy and reading comprehension. Moreover,

readers' self-efficacy in different levels of foreign language proficiency is different, and readers who have high level of proficiency, perform reading task better than readers who are considered as high self-officious. In other hand some of researchers have another opinion. It should be noted that this contradicts earlier findings of Wolters and Rosenthal (2000), who reported that there is no significant relationship between self-efficacy and reading achievement. Similarly, Choi (2005) findings indicated no significant correlation between either general self-efficacy or academic self-efficacy and the terms grades of students.

The "skill development" model (Quick & Webb 2009, Calsyn & Kenny, 1977) describes the relationship between academic achievement and self-beliefs as one where academic achievement impacts subsequent academic self-beliefs; however, these self-beliefs are not said to have further impact on subsequent academic achievement. By contrast, the "self-enhancement" model (Calsyn & Kenny, 1977) posits the opposite. In this model, self-beliefs are said to predominate over subsequent academic achievement, which in turn has no subsequent impact on self-beliefs. More recently, a growing body of research evidence has supported a "reciprocal effects" model (Marsh, 1990), where a cross-lagged relationship exists between academic self-beliefs and academic achievement. That is, changes in one factor are said to effect further change in the other. Finally, many of these studies have used a "null model" as a point of comparison. The null model represents the null hypothesis whereby there is no unidirectional or cross-lagged relationship between academic achievement and academic self-beliefs, indicating that these constructs operate independently of one another.

More recently, a growing body of research has supported the reciprocal effects model regardless of age (Guay, Marsh, & Boivin, 2003; Kurtz-Costes & Schneider, 1994; Marsh, 1990; Marsh & Koller, 2004; Marsh & Yeung, 1997; Muijs, 1997; Valentine & DuBois, 2004). These findings reiterate that children's academic self-concept is influenced by prior achievement, but they also emphasize that children's academic self-concept has a significant impact on their subsequent academic achievement, above and beyond what might be expected controlling for previous academic achievement.

Recent research has also suggested that there is considerable domain speci- ficity in the relationship between academic self-beliefs and academic achieve- ment. Self-concept and achievement variables in matching domains are more strongly correlated than self-concept and achievement variables in nonmatching domains (Marsh & Craven, 2006; Valentine & DuBois, 2005). Thus, it seems that, as the level of specificity of measurement increases, the better we are able to discern the various relationships that exist between self-belief and achievement variables. Therefore, examining the relationship between reading self-concept and reading achievement is likely to be more powerful than simply examining the relationship between general academic self-beliefs and general academic achievement.

The relationships found between reading self-concept and reading

fluency are particularly important when one considers the plight of a struggling reader. In a recent review of research on the relationship between reading motivation and reading achievement, Morgan and Fuchs (2007) described low reading motivation as both "a consequence of limited skill acquisition" and "a cause of later reading failure" (p. 166). This description was drawn from research showing the negative impact that early struggles with reading can have on student motivation (see Chapman & Tunmer, 2003; Wigfield et al., 1997) and Stanovich's (1986) Matthew Effects in reading which, in part, describe the behavioral/cognitive/motivational consequences of students' reading difficulties and the reciprocal impact that early reading difficulties have on subsequent reading development.

**d. Contribution of Perceived Control**

Bouvet and Gurses (2016) assume that ther is a small negative correlation between perceived use of reading strategies and reading comprehension for all participants and, in particular, for the Australian subgroup; however, correlation coefficients were not statistically significant. "Autonomy for reading is defined as having some control over one's own reading behavior.

When students feel autonomous in their reading, they perceived that they made the decision about what they read and whether to read at all, and hence are more intrinsically motivated to read. In this survey, preference for autonomy measures the extent to which students are motivated by having autonomy or control over their own reading. If students score high, then they are highly motivated when they have choices; conversely, when they score low, autonomy is not as strong a motivator to read. Although teachers should always try to include some amount of choice in their reading activities and assignments, they should especially emphasize choice for students who show high preference for autonomy."

Ersos (2004) argue the style of a teachcr can have a powerful effect on a student. In the case of teacher control, students' intrinsic motivation is often related to the control orientation of the teachcr. Teachers who allow more student autonomy are morc likely to have higher intrinsic motivation. Students with higher motivation will also perceived themselves as more competent and more self-confident which will eventually lead to having higher achieveıuent scores. Althoıugh the focus of much of a student's ıuotivation is beyond our control, there is much that we, as language teachers, can do to enhancc thc motivation of our students.

Having appropriate teacher behaviors and holding a good student-teacher rapport are very important. Expected teacher behavior can be shown as:

T: Tolerance (Acceptance - accept your stıudents as they are)

E: Enthusiasm (Show how much you like teaching)

A: Availability (Spare some extra time for your students outside the classroom)

C: Commitment to the stıudents' learning (show that you care for them)

H: Humor (Make use of humor in your classes)

E: Encouragement (Adopt an encouraging attitude)

R: Relevance (Make use of texts and tasks that are relevant to your students'

needs and interest).

**e. Contribution of Involvement**

Stuts F, Schaffer E & Schiefelle U (2015) state that "Reading amount was assumed to mediate the relation between reading motivation and reading comprehension. Moreover, the potentially moderating role of gender was explored. Structural equation analyses revealed that involvement contributed significantly to reading comprehension, and this relationship was mediated through reading amount. Competition- oriented reading motivation was directly and negatively related with reading comprehension. The predictive contributions of reading motivation were confirmed in an alternative model with text-level comprehension as the dependent variable and both word and sentence level comprehension as additional predictors. Finally, gender did not moderate the obtained relations.

"Decy & Ryan (1985) argue that individuals can perceive specific events as informational (preserving a sense of competence and freedom), controlling (conveying a pressure to think, feel or behave a certain way), or amotivating (conveying personal incompetence and a sense that particular outcomes are impossible to achieve). Further, the environment in general can contain any mix of elements that could be defined as autonomy supportive, controlling or amotivating. For example, a teacher may allow her students to choose the books they read for reports (autonomy supportive), yet remind them that they will be evaluated and should strive for high marks (controlling). After the assignments are turned in, she could opt to grade on a curve, opening up the possibility of equal student efforts leading to differential outcomes (amotivating). The ultimate effect of the person/environment fit depends on the saliency of each element to the individual. If a person perceives his environment as informational and feels competent and autonomous, intrinsic motivation can be sustained and/or enhanced.

Deci and Ryan do acknowledge that even when a school environment supports autonomy and competence, if a person is simply not interested in a particular learning activity, he will not be intrinsically motivated for engagement (2000). Rather, he will be motivated by external factors like grades.

However, the authors do stipulate that external motivations can be internalized. Despite his lack of interest, a person can still be self-determined if he can integrate the activity into his sense of self. For example, a student may find balancing chemical equations uninteresting and therefore not be intrinsically motivated to complete homework problems. However, if he can come to understand how such an activity can be valuable and important as a means of personal growth and skill enhancement (i.e., this will help me to understand deeper chemical concepts, this is a first step in that pharmacy career that I want) he will internalize the extrinsic motivation. Through this process, the student can now approach the activity with a sense of will rather than pressure. The authors explain that this shift in motivation can only occur when teachers respectfully acknowledge students' feelings about the activity rather than try to scare, pressure or guilt them into compliance. They add that teachers must also explain

the reasons behind the activity's importance, demonstrate how the activity relates to the students' lives, and ensure that pupils have the necessary skills to succeed (2000).

2. **Students' Reading Comprehension**

This part was the result of reading achievement of students. Based on the data from the reading assessment from five indicators that detail was the lowest mean score. Although, it still significant and had positif affect but it indicated that the students' achievement in reading in this indicator is still in low level. Because of students' detail were lack so they did not understand well about the content. The students were seldom to read and comprehend the reading passage. Most of the students just read the content without understanding hence they could not answer the question based on reading passage.

Basically, some lecturers gave assignment in reading just for mid semester or final test. The students were not accustomed to read in English so it was hard to comprehend the meaning from reading passage. As in Nuttall (1998:2) for example, defines reading into three different meanings as reflected by the words: understand, interpret meaning, sense, etc., in the first place; decode, decipher, identify etc., in the second; and articulate, speak, pronounce etc., in the third. She further says that the first group of classification is the highest.

Thus, reading is the way in which meant is the focus of the activity. Without getting the meaning, in her opinion, comprehension cannot thus appear. This in turns, means that without comprehension, reading does not mean anything. In addition, she also argues that the way of getting the meaning includes the other two steps: decoding and articulating process, although the later is not very common for more advanced reader. Meanwhile the other indicator of reading such as: main idea, inference, sequence and detail were strong level. The students' achievement had good score when they answered the question from reading passage. It meant that the student's ability in reading assessment.

Teachers and researchers who work with young children generally agree that motivation plays an important role in the process of becoming a proficient reader (Sweet, Guthrie, & Ng, 1998; Morgan & Fuchs, 2007). Previous research has documented the importance of practice in becoming a better reader (Stanovich, 1986). Good readers read approximately five times as many minutes per day as average readers and nearly 200 times as many as poor readers (Anderson, Wilson, & Fielding, 1988).

While it is not surprising that there is a connection between how much children read and their reading skill, it should be noted that one potentially important variable linking the two is students' motivation to read. Wigfield and Guthrie (1997) found children's motivation to read to be a predictor of the amount of reading that children do outside of school and accounts for as much as 14% of the variance in the amount that third and fifth grade students read (Guthrie, Wigfield, Metsala, & Cox, 1999). Further, motivated readers tend

to choose more challenging reading materials, persevere when reading is difficult, cognitively process reading materials more deeply, and comprehend them better (Anderson et al., 1988; Grolnick & Ryan, 1987; Hidi, 1990; Morrow, 1992; Schiefele, 1991; Taylor, Frye, & Maruyama, 1990; Tobias, 1994; Wigfield, 1997).

# V. CONCLUSION AND SUGGESTION

## A. CONCLUSION

The following conclusions related to the formulation of the previous discussion which reflected to the research questions as follows:

1. The overal results revealed that there was positive effect of students' motivation toward reading comprehension. It indicated that the dimension of reading motivation can influence their learning outcome. The dimension of reading motivation (interest, social collaboration, self-eficacy, perceive control, and involvement) and reading achievemnet have positive correlation. The more motivated of the students, the higher achievement the students had.

2. The students' reading interest correlate significantly to reading comprehension. It meant that students interest toward reading can influence their learning result. When the students interest had positive effect to the reading, the student's achievement also increases. The more positive the students' interest toward reading the greater achievement the students get.

3. The students' reading social collaboration correlate significantly to reading comprehension. When the students' social collaboration has positive effect to the reading, the student's achievement also increases.

4. The students' reading self-efficacy correlate significantly to reading comprehension. When the students' self-efficacy has positif effect to the reading, the student's achievement also increases.

5. The students' reading perceive control correlate significantly to reading comprehension. When the students perceive control have positif effect to the reading, the student's achievement also increase.

6. The students' reading involvement correlate significantly to reading comprehension. When the students' involvement has positif effect to the reading, the student's achievement also increases.

## B. SUGGESTION

Based on the conclusions above, the researcher put forward some suggestions as stated in the following:

1. To improve students motivation in reading, students should practice to answer the question from the message regularly and get guiding from their teacher
2. The lecturers should motivate students before beginning class in each meeting because it can encourage students to learn.
3. Studying reading comprehension for colleague students are meaningful when the lecturers give more attentionfull toward the material of reading
4. The lecturers should focus on the criteria of reading or the indicator of reading in order to make their students comprehend and understand the material of reading
5. To enhance the students' motivation, the lecturers should consider the five dimension of reading motivation: interest, social collaboration, self-efficacy, perceive control, and involvement.
6. All English lecturers and the students of Universitas Muhammadiyah Makassar should make agreement to encourage interaction, enhance the exposure the English language use particularly reading course in the area of campus.
7. Work with each learner to create a portfolio that they feel reflects their best work. Focus on progress and demonstrated learning in their work.
8. It should be kept in mind that the learners are human beings and they can never be completely unmotivated. As teachers, we should realize that motivation is there and we can increase it so that learning continues in and out of the classroom.
9. Whenever creativity is our objective, we must try to decrease the salience of extrinsic constraints and highlight the intrinsically interesting aspects of the task. We can get into intrinsic motivation when we build a positive learning context rather than controlling the people in our classrooms – MANAGE THE CONTEXT, NOT THE PEOPLE.

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O. International Seminar/ Conference/ Workshop Involvement:

| No. | Year | Presentation Title | Name and Place of Activity |
|---|---|---|---|
| 1 | 2015 | The Effectiveness of Ice-Breaker Activity to Improve Students' speaking Skill (A quasi-experimental research | The 4th International Conference on Language Education (ICOLE) State |

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|---|---|---|---|
| | | at the 11th Grade students of SMK Negeri 1 Lau Maros | University of Makassar |
| 2 | 2016 | The Use of Predict-Explain-Observe-Explain in Improving the Students' Speaking Ability | the International Seminar on Education Muhammadiyah University of Makassar |
| 3 | 2016 | Understanding the role of motivation on reading comprehension | Seminar Presentation of PKPI Program Northern Illinois University, USA. |
| 4 | 2016 | Factors Affecting Listening Comprehension Achievement of Students (A Descriptive Study at The third semester Students of Muhammadiyah University Makassar). | International Conference 2016 The Association For The Teaching Of English As A Foreign Language In Indonesia and English Language Education Department (TEFLIN) University Of PGRI Adi Buana Surabaya |
| 5 | 2017 | A Classroom Action Research at The Second Year Students of Indonesian Maritime Academi AIPI Makassar | 1st International Conference on Education, Science, Art and Technology (ICESAT)-Education, Culture, and Literacy: Repostioning the Core Values of Education. Universitas Negeri Makassar. |
| 6 | 2017 | The Students' interest in Learning English Through Classroom Management | 15th Asia TEFL & 64th TEFLIN International Conference di Universitas Negeri Yogyakarta |
| 7 | 2018 | Analysis of the students'intrinsic motivation in English Learning at SMA Muhammadiyah 9 Makassar | 1st International Conference on English Language Education (ICONELE) Universitas Islam Negeri Alauddin (UIN) Makassar |

P. Research and Community Service Experiences:

| No. | Year | Title | Position | Funding Source |
|---|---|---|---|---|
| 1 | 2013 | Improving the students' writing skill by using | Head | Beginner Lecturer Scheme By DIKTI |

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|---|---|---|---|---|
| | | Process Writing Approach at the Second Grade Students of SMK Grafika Gowa | | |
| 2 | 2014 | The use of predict-explain-observe-explain in improving the students' speaking ability at the eleventh year of sma batara gowa (an experimental) | Head | Beginner Lecturer Scheme By DIKTI |
| 3 | 2014 | Ibm KELOMPOK PENGRAJIN PA'DINGING DI KAB. GOWA | Head | Universitas Muhammadiyah Makassar |
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Q. Scientific Publications:

| No. | Year | Articles Title | Journals' Address |
|---|---|---|---|
| 1 | 2009 | Analisis Kebutuhan Bahasa Inggris Mahasiswa PGSD dalam kaitannya dengan materi muatan local kurikulum SD di kota Makassar | Jurnal Ilmiah Al-Adabi Kopertis Wil. IX Sulawesi |
| 2 | 2013 | Improving the students' writing skill by using process writing approach at the second grade students of smk grafika gowa makassar | Jurnal Pendidikan Bahasa Inggris EXPOSURE |
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Makassar, Januari 2018

St. Asriati. AM

## Abstract

**St. Asriati AM. Contribution of Reading Motivation to Comprehension. (Supervised by Promotor Haryanto, and Co-Promotor Baso Jabu).**

Motivation is the process whereby goal-directed activity is instigated and sustained. This link between reading motivation and reading activity is central to understanding the role of motivation in reading comprehension and achievement. Reading motivation is conceptualized as the individual's goals, values, and beliefs with regard to the topics, processes, and outcomes of reading. Reading is able to help students in learning but without motivation, it's quite hard to create understanding in it. So, the important thing is to find out the kind of motivational activities that can support students in reading comprehension.

The objective of this study was aimed at finding out whether interest, social collaboration, self-efficacy, perceived control, and involvement contribute to the students' reading comprehension. The researcher formulated five sub research questions to escort specific purposes of this study: (1) Does interest contribute to the students' reading comprehension ? (2) Does social collaboration contribute to the students' reading comprehension ? (3) Does self-efficacy contribute to the students' reading comprehension ? (4) Does perceived control contribute to the students' reading comprehension ? (5) Does involvement contribute to the students' reading comprehension ?

The method of this research was quantitative by applying random sampling technique (120 samples) from 300 students. The data was collected using observation and questionnaire of Motivation Reading questionnaire (MRQ), and assessment. The collected data was then analyzed to descriptive and inferential statistics of (Path Analysis) with the SPSS 21 program.

The overall results revealed that there was positive effect of students' motivation toward reading comprehension. It indicated that reading motivation contribute their learning outcome. The reading motivation (interest, social collaboration, self-efficacy, perceived control, and involvement) and reading comprehension have positive correlation. The higher reading motivation the students had, the higher achievement the

students had. Perceived control had the strongest contribution among another reading motivation. It can be seen from the value $0.91^2=0.82$. Meanwhile, interest showed very low indicator construction with value $0.1^2=0.01$, social collaboration showed low indicator construction with value $0.22^2=0.04$, self-efficacy showed low indicator construction with value $0.29^2=0.08$, involvement showed low indicator construction with value $0.39^2=0.15$. It also can be revealed that reading motivation is built by five variable those are interest, social collaboration, self-efficacy, perceived control, and involvement which support or give positive contribution toward the motivation itself toward the students' reading comprehension.

Key words: motivation, contribution, reading comprehension, reading motivation

## Abstract

ST ASRIATI AM. Kontribusi Motivasi Membaca terhadap Pemahaman. (Dibimbing oleh Promotor Haryanto, dan Co-Promotor Baso Jabu).

Motivasi adalah proses di mana kegiatan yang diarahkan pada tujuan dipicu dan dipertahankan. Hubungan antara motivasi membaca dan aktivitas membaca ini penting untuk memahami peran motivasi dalam membaca pemahaman dan pencapaian. Motivasi membaca dikonseptualisasikan sebagai tujuan, nilai, dan keyakinan individu yang berkaitan dengan topik, proses, dan hasil bacaan. Membaca dapat membantu siswa dalam belajar tetapi tanpa motivasi, cukup sulit untuk menciptakan pemahaman di dalamnya. Jadi, yang penting adalah untuk mengetahui jenis kegiatan motivasi yang dapat mendukung siswa dalam membaca pemahaman.

Tujuan dari penelitian ini bertujuan untuk mengetahui apakah minat, kolaborasi sosial, self-efficacy, persepsi kontrol yang dirasakan, dan keterlibatan berkontribusi pada pemahaman membaca siswa. Peneliti merumuskan lima pertanyaan sub penelitian untuk mengawal tujuan spesifik dari penelitian ini: (1) Apakah minat berkontribusi pada pemahaman membaca siswa? (2) Apakah kolaborasi sosial berkontribusi pada pemahaman bacaan siswa? (3) Apakah self-efficacy berkontribusi pada pemahaman membaca siswa? (4) Apakah persepsi kontrol berkontribusi pada pemahaman membaca siswa? (5) Apakah keterlibatan berkontribusi pada pemahaman bacaan siswa?

Metode penelitian ini adalah kuantitatif dengan menerapkan teknik purposive sampling (120 sampel) dari 300 siswa. Data dikumpulkan menggunakan observasi dan kuesioner Motivasi Membaca kuesioner (MRQ), dan penilaian. Data yang terkumpul kemudian dianalisis ke statistik deskriptif dan inferensial (Analisis Jalur) dengan program SPSS 21.

Hasil keseluruhan menunjukkan bahwa ada pengaruh positif motivasi siswa terhadap pemahaman membaca. Ini menunjukkan bahwa motivasi membaca berkontribusi terhadap hasil belajar mereka. Motivasi membaca (minat, kolaborasi sosial, self-efficacy, persepsi kontrol yang dirasakan, dan keterlibatan) dan pemahaman membaca memiliki korelasi positif. Semakin tinggi motivasi membaca yang dimiliki siswa, semakin tinggi prestasi yang dimiliki siswa. Persepsi Kontrol yang dirasakan memiliki kontribusi paling kuat di antara motivasi membaca yang lain. Itu

bisa dilihat dari nilai $0,91^2 = 0,82$. Sementara itu, minat menunjukkan konstruksi indikator sangat rendah dengan nilai $0,1^2 = 0,01$, kolaborasi sosial menunjukkan konstruksi indikator rendah dengan nilai $0,22^2 = 0,04$, self-efficacy menunjukkan konstruksi indikator rendah dengan nilai 0,29 = = 0,08, keterlibatan menunjukkan konstruksi indikator rendah dengan nilai $0,39^2 = 0,15$. Dapat juga diungkapkan bahwa motivasi membaca dibangun oleh lima variabel yaitu minat, kolaborasi sosial, self-efficacy, kontrol yang dirasakan, dan keterlibatan yang mendukung atau memberikan kontribusi positif terhadap motivasi itu sendiri terhadap pemahaman membaca siswa.

Kata kunci: motivasi,  kontribusi, pemahaman bacaan, motivasi membaca

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