

**EFL STUDENTS' READING MOTIVATION
AT SMKN 1 BATU**

UNDERGRADUATE THESIS

BY

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

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**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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**ENGLISH LANGUAGE EDUCATION PROGRAM
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The Researcher

ABSTRACT

Musyarofah, Wahidatun S, 2016. **EFL Students' Reading Motivation at SMKN 1 Batu**. Study Program of English Language Education, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Ive Emaliana, M. Pd.

Key words: EFL students, reading motivation, reading motivation aspects.

This research was intended to explore the various aspects affecting EFL students' reading motivation at SMKN 1 Batu. The aim of this research was to explore the various aspects and to obtain information about frequency of EFL students reading motivation statistically. This research was carried out along three weeks from may 15 2015 to may 27 2015 at SMKN 1 Batu. One hundred and twenty eight students of 10th grade from various majors there were; hotel academy, hair beauty, skin beauty, culinary, and fashion boutique participated became the subjects of this study.

The researcher used quantitative methodology with descriptive design. Thus the researcher explored various aspects affecting EFL students' reading motivation at SMKN 1 Batu statistically according to reading motivation theory by Wigfield and Guthrie (1997). The data of this research was collected through Motivations for Reading Questionnaire (MRQ) which was adopted from Wigfield and Guthrie (1997). Based on the research findings, the result shown that factors which motivated EFL students to read were mostly about; 1) they read because they when to pass their grades, 2) they read because they want someone recognizes their reading and they will appreciate it, 3) they read because they will gain many advantages by reading.

Therefore, EFL students' reading motivation at SMKN 1 Batu is mostly for extrinsic reason not for intrinsic reason. The results shown that EFL students did not intrinsically motivated to read from their own self interest and desire to read. In other words, they read only to pass the examination and the needs to continue to next grade level because their teachers and parents asked them to do, and craving some rewards or appreciation from parents, teachers, or friends.

ABSTRAK

Musyarofah, Wahidatun S, 2016. **Motivasi Siswa Membaca Bahasa Inggris**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Ive Emaliana, M.Pd.

Kata kunci: siswa pelajar bahasa Inggris sebagai bahasa asing, motivasi membaca bahasa Inggris, aspek motivasi membaca bahasa Inggris.

Penelitian ini dimaksudkan untuk meneliti berbagai aspek yang mempengaruhi motivasi membaca bahasa Inggris siswa di SMKN 1 Batu. Tujuan dari penelitian ini adalah untuk meneliti berbagai aspek dan untuk memperoleh informasi tentang frekuensi motivasi siswa membaca bahasa Inggris secara statistic. Penelitian ini dilakukan selama tiga minggu dari 15 Mei 2015 sampai dengan 27 Mei 2015 di SMKN 1 Batu. Seratus dua puluh delapan siswa dari kelas 10 dari berbagai macam jurusan meliputi; akademi perhotelan, kecantikan rambut, kecantikan kulit, jasa boga, dan busana butik berpartisipasi sebagai subjek penelitian ini.

Peneliti menggunakan metodologi kuantitatif secara deskriptif. Jadi peneliti meneliti berbagai aspek yang mempengaruhi motivasi membaca bahasa Inggris siswa di SMKN 1 Batu secara statistik sesuai dengan teori motivasi membaca yang dikembangkan oleh Wigfield dan Guthrie (1997). Data penelitian ini dikumpulkan melalui kuesioner membaca bahasa Inggris yang diadaptasi dari Wigfield dan Guthrie (1997). Berdasarkan temuan penelitian, hasilnya menunjukkan factor yang memotivasi siswa membaca bahasa Inggris yaitu; 1) mereka membaca karena mereka ingin mendapatkan nilai yang bagus dalam ujian, 2) mereka membaca karena mereka ingin seseorang mengetahuinya dan akan menghargai atau memuji hal tersebut, 3) mereka membaca karena mereka akan mendapatkan banyak keuntungan dengan membaca.

Dengan demikian, motivasi siswa membaca bahasa Inggris di SMKN 1 Batu adalah untuk alasan ekstrinsik bukan untuk alasan intrinsik. Hasilnya menunjukkan bahwa siswa tidak secara intrinsik termotivasi untuk membaca bahasa Inggris berdasarkan kepentingan diri mereka sendiri dan keinginan untuk membaca. Dengan kata lain, mereka membaca hanya untuk lulus ujian serta melanjutkan sekolah, karena guru dan orang tua menyuruh mereka membaca, menginginkan beberapa penghargaan, apresiasi dan hadiah dari orang tua, guru, atau teman.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
BOARD OF EXAMINERS' APPROVAL	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
1.1 Background of The Study	1
1.2 Statement of The Problem	7
1.3 Purpose of The Study	7
1.4 Scope and Delimitation	7
1.5 Significance of The Study	8
1.6 Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 The Nature of Reading in English as Foreign Language	10
2.2 Factors Affect Reading in EFL	12
2.3 Theory of Motivation	21
2.3.1 Intrinsic Motivation	22
2.3.2 Extrinsic Motivation	23
2.4 Reading Motivation by Wigfield and Guthrie (1997)	23
2.4.1 Self Efficacy	25
2.4.2 Intrinsic and Extrinsic Motivation and Goals for Learning	26
2.4.3 Social Aspects of Motivation	28
2.4.4 Attitudes about Reading and Interest in Reading	28
2.5 Factors Affecting Foreign Language Learning	30
2.6 Previous Studies	34

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design	36
3.2 Subject of The Study	37
3.3 Random Sampling	37
3.4 Research Instrument	38
3.4.1 Validity Test	39
3.5.1 Reliability Test	40
3.5 Data Collection	41
3.6 Data Analysis	42

CHAPTER IV RESEARCH FINDING

4.1 Percentages of Factors Influenced EFL Student's Reading Motivation	43
4.1.1 Reading Efficacy	44
4.1.2 Reading Challenge	45
4.1.3 Reading curiosity	46
4.1.4 Reading Involvement	47
4.1.5 Importance of Reading	48
4.1.6 Reading Work Avoidance	49
4.1.7 Competition in Reading	50
4.1.8 Recognition for Reading	51
4.1.9 Reading for Grades	52
4.1.10 Social Reasons for Reading	53
4.1.11 Compliance	54
4.2 Percentage of EFL Students' Reading Motivation ...	55

CHAPTER V DISCUSSION

5.1 Competence and Efficacy Beliefs	57
5.1.1 Reading Efficacy	58
5.1.2 Reading Challenge	59
5.2 Achievement Values and Goals	59
5.2.1 Reading curiosity	60
5.2.2 Reading Involvement	60
5.2.3 Importance of Reading	61
5.2.4 Reading Work Avoidance	62
5.2.5 Competition in Reading	63
5.2.6 Recognition for Reading	63
5.2.7 Reading for Grades	64
5.3 Social Aspects	64
5.3.1 Social Reasons for Reading	65
5.3.2 Compliance	65
5.4 External Motivation	66

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion 68
6.2 Suggestion 69
 6.2.1 Suggestion for The English Teachers 69
 6.2.2 Suggestion for The Further Researchers ... 70
REFERENCES **71**
APPENDICES **74**



LIST OF TABLES

Table	Page
2.1 Aspects of Reading Motivation.....	24
3.1 Likert Scale.....	39
3.2 Validity of Item.....	40
3.3 Reliability Statistics.....	41



LIST OF FIGURES

Figure	Page
2.1 Importance of Reading.....	16
2.2 Theory of Motivation.....	21
3.1 Formula for Calculating The Percentage.....	42
4.1 Percentage of Reading Efficacy.....	44
4.2 Percentage of Reading Challenge.....	45
4.3 Percentage of Reading Curiosity.....	46
4.4 Percentage of Reading Involvement.....	47
4.5 Percentage of Importance of Reading.....	48
4.6 Percentage of Reading Work Avoidance.....	49
4.7 Percentage of Competition in Reading.....	50
4.8 Percentage of Recognition for Reading.....	51
4.9 Percentage of Reading Motivation.....	52
4.10 Percentage of Social Reasons for Reading.....	53
4.11 Percentage of Compliance.....	54
4.12 Percentage of EFL students' reading motivation.....	55

LIST OF APPENDICES

Appendix

Page

1. Motivations for Reading Questionnaire.....	74
2. Blueprint of MRQ.....	77
3. Kuesioner Motivasi Membaca Bahasa Inggris.....	79
4. Uji Validitas dan Reliabilitas Kuesioner.....	82
5. Lembar Validasi Kuesioner.....	85
6. Surat Permohonan Ijin Penelitian dari Fakultas Ilmu Budaya.....	87
7. Surat Ijin Penelitian dari Dinas Pendidikan Kota Batu.....	88
8. Berita Acara Bimbingan Skripsi.....	89



CHAPTER I

INTRODUCTION

This chapter presents explanation related to 1) Background of The Study, 2) Statement of The Problem, 3) Purpose of The Study, 4) Scope and Delimitation of The Study, 5) Significance of The Study, and 6) Definition of Key Terms. Each section is presented as follows.

1.1 Background of The Study

English in Indonesia is generally taught as a foreign language (EFL). It has been taught since elementary school as local content, and junior to senior high school as compulsory subjects. It is called as a foreign language because it is not used for communication only to be taught. According to Dardjowidjojo (2000): “English is the first foreign language to be taught as a compulsory subject at junior and senior high school has been determined by central government policy since independence in 1945. It is advanced over other foreign languages such as French, Arabic, Chinese and others”. The policy of teaching English as a foreign language change over the time and this exchange most is influenced by economic and political factors. The policy of the Ministry of Education and Culture (Kemendikbud) of the Republic of Indonesia has been excluded English as a compulsory subject from the curriculum of Elementary School since 2013.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. According to that, reading is one of the most

important skills to be mastered in English language learning because it can develop and improve other EFL students' English skill such as writing skill, and vocabulary mastery. Usually the more EFL students read the better their vocabulary will be because in the teaching of reading, generally the teacher integrates with other language skills and language components. According to Grellet, (1981): "there are few cases in real life when we do not talk or write about what we have read or when we do not relate what we have read to something we might have heard. It's, therefore, important to link the different skills through reading activities". Therefore, in reading it is required other skills for recognizing some new vocabularies meaning, writing the main content of the texts, speaking about the content and giving opinion of the texts, listening additional information relate to the reading texts.

The success of the EFL students' study depends on the good part of their ability to read. If their reading skill is poor they are very likely to have difficulty through the process of learning. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. With a strong reading skill, EFL students will make the good process in learning and attain good development not only in English but another academic lesson. As Alderson (2003) states that: "the mastery of reading skill can help EFL students achieve success not only in English learning but also in other content-based classes where English reading is required". EFL reading becomes necessary for everyone in order to increase his or her knowledge and brings many benefits. First, it is not only increasing knowledge but also improving the ability to understand English. Before

beginning to write, the ability to read in English is required to understand many words and vocabulary. According to the importance of reading, the ability to read texts in English will impact many advantages either for careers, for study purposes or simply for information or pleasure, so the need for mastery reading in English cannot be denied.

Nowadays, the ability to read English has an important role for students to understand information which is close to their life. People find many texts written in English, from music video, academic books, novel or short story, newspaper, magazine, and advertisements. In many public places such as; hotel, restaurants, airport, English is used as written language in various contexts and contents.

English is used as a written language in many websites in the internet, object materials, ingredients, and text books. Therefore, the ability to read English texts in any forms will give a great deal of advantages in our lives.

Indonesian students in EFL setting nowadays are faced with situation that force them to use or is exposed by English language. Some students say they do not like to learn English because it is difficult, but most of them are likely to join actively in all the social media such as facebook, twitter, line, whatsapp, which usually use English language as the medium of instruction. They join various social media and make friends with people from many regions which English is used as the language for them to chat. Moreover, most of them also set their phones and social media by using English language. And most of the EFL students become gamers when they play the games and mostly the games will be

performed by using English language and they certainly read about stories or conversation written in English.

EFL students also unintentionally has been read more information written in English in their daily life. In some places like advertisement boards, English language is used. Many restaurants, shops, and malls mostly use English language for their business. They also use internet for searching many informations, which usually use English language as language for communication. Besides that, they will work with their laptop and computer, which all use English as the written language to communicate. This is relevant with the statement from Good, et al (2008): “meanwhile, a habit is a repeated action which people do often and regularly, sometimes without knowing that they are doing it. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual”. In other words, reading activities are mostly used, and reading becomes a habit of EFL students which is close to their daily life.

Seeing the phenomena above, EFL students appear to show that reading in English language becomes unavoidable activities. Many of them are interested in reading English texts because they believe they will take many advantages from reading and gain a lot of knowledge. However, negative arguments appear from a study about reading habit in EFL reading by Iftanti (2012) which shows three reasons of Indonesian students’ reading habit namely (1) only few EFL students who had a good reading habit, (2) EFL students’ purposes to read English text are

for the sake of comprehending English knowledge, (3) students' motivation to read English text is because of school assignment. Therefore, mostly the students want to read because of grades not because they are willing to read. Besides that, the reason why they read is because their parents and teachers will promise them with rewards, plus points, or punishments if they do not achieve a certain part of reading.

In other words, motivation is one of the best keys to improve and motivate EFL students to read in English, to spend their time and effort for success through reading, to seek knowledge they need, to increase ability to understand English, and to prepare themselves in the future. Related to reading motivation, Pitcher, et al (2007) defines: "motivation to read is the roles of engagement, self-efficacy, and purpose for reading". There are also some different purposes of EFL students' motivation to read English. Even if individuals believe they are competent and efficacious at an activity they may not engage in it if they have no purpose for doing so.

Interest is one of factors to influence motivation and the way to take many advantages from reading. When EFL students has a strong interest to read they will spend their time to read rather than doing other activities. In this sense they can choose what kind of texts or books they really love to read. If they are interested to the topic nothing can disturb them to spend their reading because books are like a best friend for them. Another factor which influences motivation is environment. Environment gives influence more for reading motivation aspects, for example EFL students live with many different people, who love reading or

not, this can bring bad or good impact to people especially for making reading as a habit.

According to Wigfield and Guthrie (1997) "reading motivation is the individual's goals and beliefs regarding reading, what influences reading engagement is different from what influences engagement in other fields".

Several factors which influence reading motivation is mentioned by Wigfield and Guthrie (1997), namely (1) reading efficacy, (2) reading challenge, (3) reading curiosity, (4) reading involvement, (5) importance of reading, (6) reading work avoidance, (7) competition in reading, (8) recognition for reading, (9) reading for grades, (10) social reasons for reading and, (11) compliance.

Therefore, in this present research the focus is more on investigating factors which affect motivation in reading using English as a foreign language. As previously mentioned by Iftanti (2012) only few of EFL students are identified to have good English reading habits as suggested by their eagerness to regularly spend time reading various types of English texts and their high motivation to read English for pleasure. Besides that, research which was done by Torres (2010) also mentioned that EFL students not only read for different reasons, but also display different levels of motivation and behaviors during reading activities.

However, this present study will focus on whether EFL students are intrinsically motivated to read for their efficacy and interest or rather extrinsically motivated to read for some external reasons. Therefore, in the present research on various aspects which influence of EFL students reading motivation is worth investigating.

1.2 Statement of The Problem

Based on the explanation in the background of study above, the researcher formulated a problem as follows:

- What are factors which affect EFL students' reading motivation at SMKN 1 Batu ?

1.3 Purpose of The Study

The researcher states the purpose of this study in order to achieve a good result. The purposes of this study is:

- To explore various factors which affect EFL students' reading motivation at SMKN 1 Batu.

1.4 Scope and Delimitation of The Study

The study was conducted at SMKN 1 Batu. The researcher used this school because SMKN 1 Batu was a vocational high school which had some major such as; hotel academy major , hair beauty, skin beauty, fashion boutique, and culinary majors whose students learnt English as a compulsory subject.

The population of the study are the students' of 10th grade from all majors but the populations were one hundred and twenty eight students of SMKN 1 Batu, the scope of this study was focused on 11 constructs of reading motivation by Wigfield & Guthrie (1997).

1.5 Significance of The Study

This research is expected to give beneficial information for English teachers and for further researcher who will conduct similar research about EFL students' reading motivation.

For the English teachers, the findings of this research can be taken as reference by the teachers who teach English especially in reading skill. Moreover, the result of this study is expected to bring positive impact towards the quality of how the teacher motivated students to read. It is also expected that the result of the study might be adapted and adopted for teaching and learning process to improve the students' reading motivation.

For the further researchers, the researcher expect that the results of this study will give inspiration for the further researchers who are interested in the same topic to involve different EFL students' reading motivation and across different aspects such as gender, time, proficiency, etc. and for further researcher can conducted the research in different school may have a different result.

1.6 Definition of Key Terms

The following section clarifies some definition of key terms that use in this study in order to avoid ambiguity and misunderstanding. The terms in this study are defined as follows:

EFL students is one hundred and twenty eight students at SMKN 1 Batu grade 10th.

Reading motivation is the individual's goals and beliefs regarding reading, what influences reading engagement is different from what influences engagement in other fields (Wigfield & Guthrie 1997).

Reading motivation factors are efficacy, challenge, curiosity, involvement, importance, avoidance, competition, recognition, grades, social, and compliance.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reviews some theories that are related to EFL students' reading motivation. The discussions are about 1) The Nature of Reading in English as Foreign Language, 2) Factors Affecting Reading in English as Foreign Language, 3) Theory of Motivation, 4) Reading Motivation by Wigfield and Guthrie (1997), 4) Factors Affecting Foreign Language Learning.

Each section is presented as follows.

2.1 The Nature of Reading in English as Foreign Language

English language is learnt as one of foreign language in Indonesia because it is used in schools. There are four skills which need to be mastered by the students, they are reading, speaking, writing, and listening skills. All of four skills should be taught equally so that the students will have equal opportunity to learn EFL.

One of the skills to master is reading, which requires strategies through the process of reading. EFL students need to think about what actually the text they had been read about, understanding vocabularies meaning in Indonesian to avoid the ambiguity and misunderstanding. According to Carrell (1991): "[...] while both factors - first language reading ability and proficiency in the foreign language - may be significant in foreign language reading, the relative importance may be due to other factors about the learner and the learning environment".

Usually teacher classified some new or difficult vocabularies in the text then

translate the meanings into Indonesian or may students seek them self for the meaning to make the reading process easier.

Therefore reading performance in a foreign language is largely balanced with reading ability in a first language. In this sense, reading skills in foreign language are required more complexity through the process. The students are required to master enough knowledge of vocabularies and grammars to reach the goal in EFL.

Carrell (1983) states that: “ over and above any difficulties presented by the linguistic structure of the text [...] EFL/ESL readers may have additional comprehension difficulties due to their lack of prior familiarity with the content area of the text. However, lack of prior familiarity with the content area of the text [...] need not necessarily signal cultural specificity of the content schemata. [...] content schemata may be absent within as well as across cultures”.

The ability to comprehend English text is obvious that whenever the students read a text in English. For example, they need to know at least some vocabulary and grammar rules to understand meaning of words or sentences. Therefore, reading ability is closely related to EFL knowledge. Beside it is also influenced by some factors which should be taken into consideration, such as the students' interest in topic background knowledge, and motivation to read.

In this sense, EFL teachers have the important role of helping students develop their reading capacities in a new language, which has its own characteristics and difficulties and requires great effort on the part of the learners.

Lead them let all the difficulties and solve the problem they found through the

process. Help students make a choice what kind of particular topic about students preferences.

2.2 Factors Affecting Reading in English as Foreign Language

There are several factors which can affect the students' reading ability.

Brown (2000) mentions that: "EFL reading ability is influenced by various of perspectives such as social factors, social-interaction, psychological elements, cognitive development, age, gender, and motivation". Reading motivation appears to be more considerable factors which give impact to the students' learning process when reading (Baker&Wigfield 1999). Their reading motivation can also lead the teacher to prepare appropriate reading materials and reading activities in the class.

One theory which discusses reading motivation is established by Wigfield & Guthrie (1997) through the reading questionnaire. The reading questionnaire by Wigfield & Guthrie (1997) contains 53 items which intende to reflect 11 dimensions of reading motivation. The complete description of each dimension of the reading motivation is described as follow.

Self-efficacy is one kind of students' interest to do something or intrinsic motivation to do some activities. They believe them self to do what he/ she want to do and struggle for all difficulties have been found along the activities well in order to reach the goal of their expectation. According to Bandura (1994): "self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect

their lives". A feeling of confident to do everything they expect to do by their own self without any requirement from the other in order to affirm that their own self is competent to carry on.

In relation to the definition of self-efficacy, reading efficacy could be defined as the beliefs students have in their ability to read successfully. Wigfield & Guthrie (1997) states that: "self-efficacy is the belief that one can be successful at reading". When the students are interested to read a book, they will feel very pleasant with any kinds of books encourage them to read. Otherwise they believe that by reading alots of book they will get many benefits. Besides that, parents who always support him/ her to read and provide with many new books. And furthermore they would get all the fortunity from knowledge from those books. On the contrary if the students are pesimist, poor confidence and poor effort, little probability will be affected on them to do some reading activities. Thus self efficacy is the internal drive or intrinsic motivation to read.

Another reading motivation dimension is reading challenge. Several examples on reading challenges can be found in the following. The students read some books because they want to explore and find the solution about any difficult thing they had found before is one examples. Another is when students try to understand the point of a book hard by reading more books, related to the previous book. McNamara (2009) states that "and while the students read in English he or she will seek the meaning of those words and try to comprehend the reading text. Understanding how the words come together in each sentence can be a challenge".

The students who read for some challenge they will never stop to explore everything by reading a book until they solve all curiosity in their head and no matter again which make them considering. According to Mori (2002) "the notion of reading challenge refers to the satisfaction of understanding complicated ideas in a text". It is best described like a piece of puzzle they never satisfy until they find the key. Even students keep try to explore all new difficulties in books because they curious to solve. Wigfield & Guthrie (1997) mentions that: "challenge is the willingness to take on difficult reading material".

Another reading motivation dimension is curiosity. Curiosity leads to flexible and adaptive thinking, being flexible and adaptive will be increasingly important as individuals have more power to determine their aims to read. usually the students will have questions like "what, why, how, when," which always make them think and seek the information from the reading texts. According to Wigfield & Guthrie (1997) that: "curiosity is defined as the desire to read about a particular topic of interest to the child, and so is closely related to the literature on reading interest mentioned earlier". Reading Curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest". Curiosity is kind of motivation when the students have a desire to know about many things. It will be significant when the students read many books they find out many things new, they will explore the quality of all the anxious feelings until he or she find out answers or information. Another example in reading curiosity is when the students read reading materials because they like the topic, Tercanlioglu (2001) states: "reading curiosity is the individual's desire to learn about a particular topic of

interest". Therefore, it is significant to investigate on which topic the students have the interest on. After getting this info, the teacher can make the students engage in reading, because it leads to the students reading curiosity.

Reading involvement is the interest in reading many books which invites the students imagine about what they read, such as fiction, novel, short story.

When the readers read they will imagine about stories in the book. Students are not only limited by what they can imagine, and the worlds which are described in books, as well as other people's views and opinions, will help them to expand their understanding of what is possible to happen on the texts. Wigfield & Guthrie (1997) states that: "involvement is the enjoyment experienced from reading certain kinds of literary or informational texts; this construct is grounded in Schallert and Reed's (1997) reading involvement notion, as well as conceptions of intrinsic motivation". By reading a written texts of an event or a place, the students' mind is responsible for creating that image in their head, instead of having the image placed in front of them. They also can imagine variously imagination which they prefer to imagine making full interest and enjoyable feeling in reading.



Figure 2.1 Importance of Reading

(Source: <http://esl.fis.edu/parents/advice/read.htm>)

Through reading, students expose themselves to new things, new information, new ways to solve problems, and to achieve something. Students can have the opportunity to have new hobbies, explore that interest deeply, and it becomes a new way to lead their career and success in the future. Exploration begins from reading and understanding. The more the students read, the more they understand new information. According to Wigfield & Guthrie (1997): “importance of reading is a dimension taken from Wigfield and Eccles’ (1992) work on subjective task values”. Besides that, reading can be strongly addict of all pleasure and enjoyable activity”. Once students are interested to read, they will never stop reading until they get enough information they need. A wide reading the students do and the more they read will depend on more vocabularies they had known and will give a big chance for their success especially in English.

Another dimension of reading motivation is reading work avoidance.

When the students find many difficult things in reading they will be affraid and pesimits they will fail on the contrary, when they feel easily to comprehend info

from the texts they believe to be succeeded. In various theories of motivation, avoidance is represented as test anxiety, fear of success, cost of success, or fear of failure. As Mori (2002) states that: "the notion of work avoidance refers to aspects of reading when the students' dislike". Every EFL students has different portion of their ability and capacity through learning include doing reading activities. Therefore, the reading activities in the class should be maintained very well by the teacher, unless the reading activities will make them avoid the works and refuse to do. Teacher should pay attention to their students' portion help them to motivate to.

Besides, competition in reading also becomes another reading motivation dimension. Students are motivated for reading because of competition reason. The students wants to reach the best place they can from other friends when they are reading. They want beat all their friends and be the best one, they dont want defeated by the other friends for achieving certain reading activities, and they want teacher and parent proud of what they have read. According to Wigfield & Guthrie (1997): "competition is the desire to outperform others in reading". Competition occurs in the process of learning in English classes where students and their friends perform their best in reading. Mori (2002) states that: "reading competition is concerned with the students' attempt to outperform others in reading". They compete with another friend to get best rank in reading fairly which make them will read harder and more enthusiasm.

Another reading motivation dimension is recognition for reading. Students are doing reading because they want their teachers and parents know about what

they have done. They expect that their work will be appreciated and praised by people near them. They want their friends to know about their reading and may admire them. According to Wigfield & Guthrie (1997): “recognition is the pleasure in receiving a tangible form of recognition for success in reading”. And the students are extrinsically do their reading activities for getting some gifts or rewards. Therefore Mori (2002) states that: “reading recognition is related with tangible forms of recognition such as teacher or peer approval”. Students sometimes need praise to enhance their belief and feeling confidence to read. If another people recognize their reading they can read more.

Another reading motivation dimension is reading for grades. If the students are only doing reading when it is needed because they want continuing studies to get better grades and because their parents and teachers expect them pass the English class, this occurs as reading for grades. The students just do reading for some obligations and responsibilities for their English class. Related to this Mori (2002) states that: “reading for grades is associated mainly with the teacher's evaluation of students' reading performance”. In this case students read or learn just because they want to get the minimal English score. According to Wigfield & Guthrie (1997) that: “reading for grades, the desire to be favorably evaluated by the teacher”. Students sometimes never read their books it is not required for many purposes. Usually they read their book prepare them self to pass the quizzes or examinations which forced students to read their books and evaluate by the teacher also parents will ask for their grades.

Social reasons for reading also becomes one of motivation for reading dimension. Social give some effect to motivate students to read. If people around the students are the ones who very closer to him are likely read a book and invite them to join it will influence and motivate like to read a book. Wigfield & Guthrie (1997) states that: "social reasons for reading is the process of constructing and sharing the meanings gained from reading with friends and family". Tercanlioglu (2001) mentions that: "reading is often a social activity and often takes place in social settings. The first of these aspects is social reasons for reading which refers to the process of sharing meanings which are gained from reading with friends and family".

The students will like to do many things together to join in reading such as visiting the library or buying some new books and sharing together within reading books. The most affective for social are friends because sometimes students enjoy more with their friends rather than their parents or teacher. One of the aspects of school that students enjoy is spending time with friends when reading. When given the opportunity to interact with friends during class time, students will approach the given task with more enthusiasm.

However, students need many peoples to share their mind or require for different idea about reading. They can exchange with another friends whose will have different idea of books which they have read. Teachers and parents also the best social person whom can share different and better idea about books they have read and will be better also another people can suggest more good books to read.

Teacher can leads students to increase their mind to think and give opinions about

books or many written texts. Students do need many additional ideas outside to enhance their way of thinking and leads them to think positively. They also can choose which many different ideas and opinions for another people can be as reference. In this sense the process of learning in English classes will not be bored if they can perform with comfortable. According to Wentzel (2005): “when teachers support this need for collaboration by allowing students to share ideas and build knowledge together, a sense of belongingness to the classroom community is established, and the extension and elaboration of existing knowledge is facilitated. Therefore, students gain the perspective of others while debating topics in the classroom, and extending their initial views”.

Another reading motivation dimension is compliance. In this reading motivation case, the students who did not like to read any kinds of book but they are expected to do because of their teacher. Then they just following what the teacher says without any interest feeling doing it. Not really sure the process would show the enthusiastic or the hardness, also the result not really sure would reach the goal well. At the first students may not read well but furthermore they will begin to read a book because of teacher expectation, it is also needed for make students engage with reading and can read well.

Actually compliance seems similiarly with compulsion to make students read books or texts, but it is good way to suppose students begin to read for external reason if they do not intrinsically motivated. Wigfield & Guthrie states: “compliance or reading to meet the expectations of others”. The easy compulsemment to make students will read is if they have many friends who like to

read many books and texts, surely students will begin try to read well. Friends usually tell many things about their favourite activities in reading books or text also the pleasure in reading. By the stories about hobbies of reading many books will invited their friend begin to read attractively.

2.3 Theory of Motivation

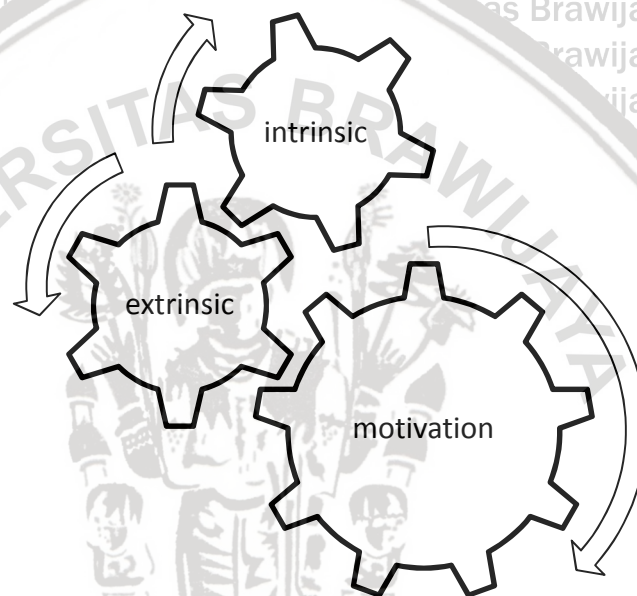


Figure 2.2 Theory of Motivation
(Source: Ryan & Deci's Theory of Motivation (2000))

Motivation similiarly with interest, enjoyable, or pleasure. It is means every feeling make people performed to do something. For every reason why we do something even with any interest and pleasure or without and with any conscious and aware or without. It means we had been motivated performing our daily activities unconditionally. According to Ryan and Deci (2000): "to be motivated means to be moved to do something. A person who feels no sense or inspiration to act is thus characterized as unmotivated, whereas someone who is

energized or activated toward an end is considered motivated. Most everyone who works or plays with others is, accordingly, concerned with motivation, facing the question of how much motivation those others, or oneself, has for a task, and practitioners of all types face the perennial task of fostering more versus less motivation in those around them. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon, one that varies from very little motivation to act to a great deal of it”.

Life must go on everything exchange slowly but surely. We will do many things different all along every days. Do anything new and different because of our self interest even though because external reasons are inviting us to do. Internal or external reason both of them affect so much for our life. Even we just eat and sleep without do nothing at least we did something nor if we dead we will stop to do anything. There are two types of motivations there are internal and external factor apart from motivation. Often called as intrinsic motivation and extrinsic motivation.

2.3.1 Intrinsic Motivation

Intrinsic means internal or inside of students self. When students read because they enjoy it or find it interesting, they are reading for the satisfaction of learning and having fun, and they determined hard in order to be competent. Ryan and Deci (2000) states: “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 reason rather than because of external prods, pressures, or rewards.

Intrinsic motivation is better than extrinsic motivation it is will happened for long time. That EFL students will stuck in reading activities, invest more time in a reading, and be more successful at it if they are intrinsically motivated.

They will never know if they intrinsically motivated to read before they try to do until they know they interested in reading. And while it happened they will never stop to read the best time to read rather than do anything else.

2.3.2 Extrinsic Motivation

Extrinsic motivation occurred when we do something for getting some purposes. In order to reach our goal we try to struggle through the process.

Without craving some purposes we will not attract to do that. According to Ryan and Deci (2000): “extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value”. But extrinsic motivation will decrease intrinsic motivation. We will never do something if no purposes for us to do.

2.4 Reading Motivation by Wigfield and Guthrie (1997)

To assess specific dimensions of reading, Wigfield and Guthrie (1997) developed a set of possible dimensions that could comprise reading motivations.

From their studies, they proposed three major learner factors that affect reading comprehension: (1) Individual's beliefs that they are competent and efficacious at reading; (2) achievement values and goals; (3) social reasons for reading. Table 1 summarizes their aspects.

Table 2.1 Aspect of Reading Motivation

Competence And Beliefs	Efficacy	Achievement Goals	Values and Social Aspects
		<i>Intrinsic</i>	
Reading Efficacy		Reading Curiosity	Social Reasons
Reading Challenge		Reading Involvement Importance	Reading Compliance
		Work avoidance	
		<i>Extrinsic</i>	
		Competition	
		Reading recognition	
		Reading for grades	

Wigfield and Guthrie (1997) states: We thus were interested in developing a theoretical and empirical account of amount and breadth of reading, and focused on motivation for reading as an important contributor to amount and breadth of reading. We took a motivational focus because motivation determines why individuals do (or do not) choose to do different activities (see Eccles, Wigfield, & Schiefele, in press). Because researchers still do not know a great deal about the nature of motivation specifically for reading, our first task was to conceptualize and then measure reading motivation. We began with the notion that there are a variety of motives relevant to engaging in reading activity (see Baker, Afflerbach, & Reinking, 1996; Guthrie, McGough, Bennett, & Rice, 1996; Oldfather & Wigfield, 1996). We examined the motivation literature to find constructs pertinent to engaging in reading activity. We then developed a questionnaire to measure these aspects of motivation, and assessed their relations to the amount and breadth of children's reading.

There are many different theories of motivation and different motivational constructs within them (for recent reviews, see Eccles et al., in press; Pintrich &

Schunk, 1996). In this study we adapted to reading three sets of constructs currently prominent in the motivation field. First are individuals' beliefs about their efficacy to achieve. Second are constructs dealing with the purposes individuals have for doing different tasks; these constructs include valuing of achievement, intrinsic and extrinsic motivation, and goals for achievement. Third are social aspects of motivation.

2.4.1 Self-Efficacy

Many researchers interested in motivation focus on students' sense of efficacy and beliefs about their ability (e.g., Bandura, 1977; Eccles et al., 1983; Nicholls, 1990). Ability beliefs are children's evaluations of their competence in different areas. Bandura (1977) defined self-efficacy as a generative capacity where different subskills are organized into courses of action. He proposed that individuals' efficacy expectations for different achievement tasks are a major determinant of activity choice, willingness to expend effort, and persistence. Schunk and his colleagues demonstrated that children's sense of efficacy relates to their academic performance, and that training students both to be more efficacious and to believe they are more efficacious improves children's achievement in different subject areas such as math and reading (see Schunk, 1991; Schunk & Zimmerman, 1997). An important implication of this work for motivation for reading is that when children believe they are competent and efficacious at reading they should be more likely to engage in reading.

2.4.2 Intrinsic and Extrinsic Motivation and Goals for Learning

Motivation researchers also have studied different purposes children have for doing various activities. Relevant constructs include children's valuing of achievement, intrinsic and extrinsic motivation, and achievement goals. These constructs are crucial to motivation. Even if individuals believe they are competent and efficacious at an activity they may not engage in it if they have no purpose for doing so.

Eccles et al. (1983) defined different components of task values, including interest value (defined as how much the individual likes the activity), attainment value (defined as the importance of the activity), and utility value (the usefulness of an activity). Eccles and her colleagues found that students' ability beliefs and expectancies for success predict their performance in mathematics and English, whereas their subjective task values predict both intentions and actual decisions to keep taking mathematics and English, even when previous performance is controlled (Eccles et al., 1983; Meece, Wigfield, & Eccles, 1990; see Wigfield & Eccles, 1992, for review).

A construct related to the interest value component is intrinsic motivation. Intrinsic motivation refers to choosing to do and then doing an activity for its own sake, rather than for "extrinsic" reasons such as receiving recognition or grades (see Deci & Ryan, 1985). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing. Many readers have experienced what Csikszentmihalyi (1978) described as the flow experience, losing track of time and self-awareness when becoming completely involved in an activity such as reading

a book. Nell (1988) referred to this state as an "intense and highly energized state of concentrated attention" (p. 263), which he believed many individuals seek to obtain. An important implication of these theorists' work for reading is that readers' engagement in reading will be greatly facilitated when they are intrinsically motivated to read.

Achievement goals is another construct related to the purposes children have for achievement (see Ames, 1992; Dweck & Leggett, 1988; Nicholls, Cheung, Lauer, & Patashnick, 1989). Dweck and Leggett (1988) defined two major kinds of goal orientations children can have: performance goals and learning goals. Individuals with a performance goal orientation seek to maximize favorable evaluations of their ability and minimize negative evaluations of ability.

Questions like "W'dl I look smart?" and "Can I beat others?" reflect performance goals. In contrast, with a learning goal orientation, individuals focus on mastering tasks and increasing competence at different tasks. Questions such as "How can I do this task?" and "What will I learn?" reflect learning goals. Nicholls and his colleagues described two similar achievement goal orientations; they used the terms ego-involved goals and task-involved goals (e.g., Nicholls et al., 1989).

Nicholls et al. also discussed work-avoidant goals, which concern students' attempts to do as little schoolwork as possible. These and other researchers have demonstrated that children who have learning goals are more likely to maintain positive motivation in school. Work-avoidant students are disengaged from school.

2.4.3 Social Aspects of Motivation

Researchers studying motivation have focused primarily on academic aspects of motivation. Recently, however, scholars have become interested in social motivation. For example, Wentzel (1989) found that high and low achievers' achievement goals differ; high achievers combined strong social and academic goals in school, whereas lower achievers focused more on social goals.

Wentzel (1991) reviewed evidence showing that children with prosocial goals and who were socially responsible in the classroom tended to do better in school than children who do not have these kinds of social goals (see also Wentzel, 1996). We therefore included social aspects of reading in our conceptualization of reading motivation.

In sum, motivation researchers have shown that when individuals have positive ability beliefs about an activity and think they can do the activity efficaciously, value the activity for intrinsic reasons, and have learning and prosocial goals, they should do better at the activity and choose to do it more frequently. However, these researchers have not looked specifically at whether these predictions apply to individuals' engagement in reading.

2.4.4 Attitudes about Reading and Interest in Reading

Reading researchers have looked primarily at two motivation-related constructs. The first is children's attitudes toward reading, which are defined generally as individuals' feelings about reading (see J. E. Alexander & Filler, 1976). Alexander and Filler stated that these feelings about reading should influence how much individuals involve themselves in reading; thus attitudes

about reading should relate to individuals' motivation for reading (see also Matthewson, 1994; McKenna, 1994, for more specific models of how individuals' attitudes toward reading influence their reading engagement).

A second construct addressed by reading researchers is children's interest in reading (see P. A. Alexander, Kulikowich, & Jetton, 1994, for a review of the work on interest's effects on text comprehension). This construct is related to the work on intrinsic value and motivation discussed above. Researchers have looked at how interest affects comprehension. Schiefele (1996) found that college students who were interested in the text materials used in the study understood those materials more deeply than did students less interested in the materials, even when the students' prior knowledge of the materials and general intelligence were controlled. In studies of fifth and sixth graders, Renninger (1992) found that interest in the materials enhanced comprehension, even of materials that were quite difficult for the children (although there were some gender differences in these patterns). Thus interest in reading appears to be an important motivational variable influencing different aspects of reading performance.

We formulated several research questions for this study, on the basis of the work on children's motivation and on the importance of reading amount and breadth. The first concerns the nature of children's reading motivation: What are the aspects of children's reading motivation? The second concerns relations of reading motivation to amount and breadth of reading: Does children's reading motivation relate to the amount and breadth of their reading? If indeed there are different aspects of reading motivation, there likely are differences (in an absolute

sense) in their levels. Consequently, our third research question was which aspects of reading motivation do children hold most strongly?

We also investigated some individual differences in children's reading motivation. These issues are important because recent research on children's beliefs and values regarding reading show that, in general, younger students have more positive beliefs than older students and girls are more positive about reading than are boys (Eccles, Wigfield, Harold, & Blumenfeld, 1993; Gambrell, Codling, & Palmer, 1996; Marsh, 1989). Thus our final research question is: Are there grade, time, and gender differences in children's reading motivation?

2.5 Factors Affecting Foreign Language Learning

The success of the students depend on several factors which affect through the EFL learning process. EFL students have a different ability and different way to learn English and will have a different goal regarding to the process and some factors. According to Lightbown & Spada there are several factors which affecting foreign language learning such as; intelligence, aptitude, personaliy, motivation and attitudes, learner preferences, leraner beliefs, and age of acquisition.

Intelligence is one of factors which affect EFL learning. In this sense there are several different level of the students's intelligence. In the way of how they acquire the English in language learning progress. They have a different difficulties to listen, read, speak, and read in EFL learning and doing their tasks.

According to Lightbown & Spada "the term of 'intelligence' has traditionally

been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and foreign language learning has sometimes been reported". The students with a high intelligence will do the test easier than the students with low intelligence. The test is should be appropriate with the students intelligence to make them easier in the process of English classes.

Another factors which affect EFL learning is aptitude, this is the unique students ability in EFL learning. The students with a good aptitude will have no difficulties in acquire English and another language. They will naturally be able to response and stimulate everything they hear and see quickly. They do not need to think along to recognize the meanings through the language learning process. Lightbown and Spada states: "learning quickly is the distinguish feature to aptitude. The 'aptitude' factor has been investigated most intensively by researcher interested in developing tests which can be used to predict whether individuals will be efficient learners of a foreign language in a classroom setting". The students with the good aptitude will be able to acquire the English easy and quickly outside and inside the English classes. They naturally understand the different language they got from different preferences.

Another factor affecting EFL learning is personality. Students personality will influenced in how they take a portion in a particular subject or the way how they can understand what they acquire in English classes. Lightbown & Spada states: a number of personality characteristics have been proposed as likely to affect foreign language learning, but it has not been easy to demonstrate their

effects in empirical studies. As with other research investigating the effects of individual characteristics on foreign language learning, different studies measuring a similar personality trait produce different results". The students with a strong self confidence will be easier to learn in the learning process, besides that the students with a low self confidence will have many difficulties through foreign language learning process.

Motivation and attitudes is affecting in the EFL learning to make them more enthusiasm through learning process. The students need to be motivated in learning which can make engage more in the fields. They need many purposes for doing an activity to be motivated and try to get their goals. According to Lightbown & Spada "motivation in foreign language learning is a complex phenomenon which can be defined in terms of two factors; learners' communicative needs and their attitudes towards the foreign language community". EFL students need extrinsic or intrinsic motivation in the process of English language learning. Extrinsically motivated of external reason which invite them to learn English more or intrinsically motivated of internal reason which they spend their time through English learning because they know that they need English for many purposes.

Learner preferences is affecting in EFL learning process. They can choose what kind of particular topics they like, skills they prefer to master, and purposes for doing an activity to reach their goal. Lightbown & Spada states: learners have clear preferences for how they go about learning new material. The term 'learning style' has been used to describe an individuals natural, habitual, and preferred way

of absorbing, processing, and retaining new information and skills". When the students prefer to do about particular activities, books or texts, topics, and skills.

They will spend their time and keep their effort through the process in order to make them get a satisfaction.

Learner beliefs also affecting in EFL learning process. The students need a strong beliefs regarding to particular subjects or topic they learn in English classes. If they feels that they can be success in their English classes and they can understand well about the topic, surely they will enjoy their learning activities through English classess. Lightbown & Spada states: foreign language learners are not always conscious of their individual learning styles, but virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered". Teacher can leads them in the English classes to make them feel easir in the learning process and help them solve the difficulties they found.

Another factors which affect EFL learning is age of acquisition. The age will influenced through the way students learn and they make progress. Young learners will be different with adults. Young is need an additional teaching strategies to make them motivated and more enthusiasm in learning. Besides that an adults are not too difficult, because they have been know what kind of best subjects, topics, texts or books, they prefer, and they will do well in their progress.

Lightbown & Spada states: many adults foreign language learning learners become capable of communicating very successfully in the language but, for most, differences of accent, word choice, or grammatical features distinguish

them from native speakers and from foreign language speakers who began learning the language while they were very young". The teacher should pay more attention in the way of teaching young learners, because it is a good time to enhance their ability to master English well. When they become an adult it will be more difficult to encourage them in learning English, if their ability in English learning is not growth when they still young.

2.6 Previous Studies

Some studies are related with exploring EFL Students' Reading Motivation at SMKN 1 Batu were conducted by Iftanti (2012) and Torres (2010). The brief explanations of both studies are presented as follow.

First previous study conducted by Iftanti (2012) investigated the English reading habits of Indonesian students of EFL. The data were collected through a questionnaire survey and interview validation. The questionnaires were distributed to 546 EFL college students in East Java. Based on the statistical analysis of the data, it is concluded that although the students have read English since elementary school, they do not indicate to have good English reading habits.

Only few of them are identified to have good English reading habits as suggested by their eagerness to regularly spend time reading various types of English texts and their high motivation to read English for pleasure. The EFL students read English for some purposes, i.e. for school assignments, for pleasure, and for knowledge and English skills improvement. Their positive belief about reading does not motivate them to read English for pleasure; rather, it is school assignments that appear to be their biggest motivation.

Second previous study Torres (2010) purposed this short term study was to determine the factors that affect students' motivation and how they differ across grade levels. This study focused on three students in grades first, third, and eighth, and the factors that influence their motivation to read. Data was collected through teacher and student interviews, observations, and student questionnaires that assessed students' reading motivation. The findings show that these students not only read for different reasons, but also display different levels of motivation and behaviors during reading activities. Another major finding was that giving students choices and allowing for group discussion motivates students. Teachers can implement certain instructional strategies in order to instill a natural love for reading and encourage reading motivation in students.

The study that is conducted by the current researcher is different from those studies in several ways. First this study is conducted to explore some factors which influenced EFL students' reading motivation and focused on the intrinsic and extrinsic motivation, which is different from the two previous researches.

Iftanti (2012) investigated the English reading habits of Indonesian students of EFL, their eagerness to regularly spend time reading various types of English texts. Torres (2010) determined the factors that affect students' motivation and how they differ across grade levels. Second, the subject of studies conducted by Iftanti (2012) was 546 EFL college students in East Java. The subject of Torres (2010) was three students in grades first, third, and eighth.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the detail of research methodology that used in analyzing the problems of the study. The discussions are about 1) Research Design, 2) Subject of the Study, 3) Random Sampling, 4) Research Instrument, 5) Data Collection, and 6) Data Analysis. Each section is presented as follows.

3.1 Research Design

In conducting this research, the researcher used descriptive quantitative research. It is categorized as descriptive quantitative research because the researcher focused on exploring the factors which affect EFL student's reading motivation and got the data from random sample. According to Sugiyono (2014): "research method is basically a scientific way to get data with the purpose and usefulness. He states : research method used to investigate in a population or sample, data collection used research instrument, data analysis quantitatively or statistically, to get some hypothesis".

According to these theory, descriptive quantitative research is getting the data from research population sample which was analyzed with statistic method.

The researcher used the research design because the researcher did not only explored how various aspects of EFL student's reading motivation by using Motivation for Reading Questionnaire (MRQ) but also analyzed the data,

calculated the questionnaire percentage, described the results, draw the conclusion and and given suggestion based on the finding.

3.2 Subject of The Study

The study was conducted at SMKN 1 Batu, which is located in Bromo street, Batu. SMKN 1 Batu is chosen as the place of this research because this school is a vocational high school which has some major which need English skill unavoidable to master, such as; hotel academy, culinary, skin and hair beauty, and fashion boutique major.

The subjects of this study was the students of 10th grade at SMKN 1 Batu. Sugiyono (2014) states that: "subject of the study refer to people that have certain qualities and characteristics as defined by the researcher to be learnt then drawing conclusions". The researcher chosen them as the subjects because they attended some major expose them to use and understand also read English.

3.3 Random Sampling

In this research, the researcher used simple random sampling technique because the researcher took the samples of the population randomly without regard to any level that exist in the population. Sugiyono (2014) states: "random sampling usually uses in collecting the data for quantitative method". Thus, in performing this research, the researcher focused only on several persons in order to get the data and the percentage of EFL students' reading motivation statistically.

3.4 Research Instrument

Research instrument is very important to gather the appropriate data of the study. In gathering the data, the researcher used the MRQ which was developed by Wigfield & Guthrie (1997) as a relevant instrument. In a structured questionnaire, participants respond to prompts by selecting from predetermined answers (e.g., Likert scales, multiple choice responses); these data are typically analysed quantitatively.

MRQ was done got the data, had been translated into Indonesian language, checked the validity and reliability, and revised some unreliable and invalid variables. According to Sugiyono (2014): "questionnaire is a technique of data collection by giving a set of questions or a written statement to the respondent to answer". Questionnaire is an efficient data collection techniques when the researchers know for certain variables to be measured and know what can be expected of respondents.

In gathering the questionnaire the researcher did some following step; first, translated the ordinary English language of MRQ was developed by Wigfield and Guthrie (1997) into Indonesian language. The complete original English of MRQ could be found in appendix 1.

Second, determined the responses for the statements. The brief responses are present in a table below. The complete Indonesian MRQ could be found in appendix 3.

Table 3.1 Likert Scale

Quality	Category
1	Very different from me
2	A little different from me
3	A little like me
4	A lot like me

Third, tested the validity and the reliability of MRQ with a statistician after got the data of try out to make sure the MRQ valid and reliable. Product moment pearson correlations method and cronbach's alpha statistical test by using Statistical Package for Social Science (SPSS) v18. The complete values of validity and reliability of MRQ could be found in Appendix 4.

Fourth, validated the MRQ with supervisor, removed some unreliable variabel of MRQ, then revised variabel words of reading motivation aspects in MRQ which possible to be revised according to eleven dimension of reading motivation in theory of reading motivation by Wigfield & Guthrie (1997). The complete MRQ expert validation sheet could be found in appendix 5.

3.4.1 Validity Test

Validity test in this research is used product moment pearson correlations method. The significance of each item is determined by the product moment pearson correlation exceeds 0,361. Sugiyono (20014) states: "validity test is a test performed on the content of an instrument, with the aim to measure the accuracy of the instruments used in a study". The value of validity test presented in a table

3.2 below.

Tabel 3.2 Validity of Item

No	r count	r tabel	Description
1	0,962	0,344	Valid
2	0,822	0,344	Valid
3	0,867	0,344	Valid
4	0,947	0,344	Valid
5	0,842	0,344	Valid
6	0,812	0,344	Valid
7	0,846	0,344	Valid
8	0,803	0,344	Valid
9	0,921	0,344	Valid
10	0,922	0,344	Valid
11	0,947	0,344	Valid
12	0,989	0,344	Valid
13	0,874	0,344	Valid
14	0,927	0,344	Valid
15	0,968	0,344	Valid
16	0,923	0,344	Valid
17	0,989	0,344	Valid
18	0,943	0,344	Valid
19	0,865	0,344	Valid
20	0,914	0,344	Valid
21	0,834	0,344	Valid
22	0,982	0,344	Valid
23	0,922	0,344	Valid
24	0,953	0,344	Valid
25	0,953	0,344	Valid
26	0,931	0,344	Valid
27	0,916	0,344	Valid

3.4.2 Reliability Test

Reliability test in this research is used cronbach's alpha. Reliability measurement indicators, if the alpha or r count: 1) 0.8 to 1.0 = Reliability is good, 2) 0.6 to 0.799 = Reliability is acceptable, 3) Less than 0.6 = Reliability is poor.

According to Sugiyono (2014): "reliability is a measurements which have a

consistency when the measurements used as an instruments for many times". The values of reliability statistics is present in a tabel 3.3 below.

Table 3.3 Reliability Statistics

Cronbach's Alpha	N of Items
.992	27

3.5 Data Collection

The data of this study was collected based on MRQ which was developed by Wigfield & Guthrie (1997). Questionnaire is done to explore on various aspects of students' reading motivation. Furthermore, the researcher analyzed and calculated EFL students' reading motivation at SMKN 1 Batu according to questionnaire.

The data of this study collected based on following steps : first, given EFL students the MRQ as try out before do the validated questionnaire as a relevant instrument. Second, checked the validity and reliability with statistician. product moment pearson correlations method and cronbach'alpha statistical test by using SPSS v18. Third, validated questionnaire with supervisor revised some variable words which properly with 11 dimension of reading motivation in theory of reading motivation established by Wigfield & Guthrie (1997). Fourth, given 10th grade of students from all majors at SMKN 1 Batu about one hundred and twenty eight students the MRQ for real data collection of the research.

3.6 Data Analysis

The next step after the researcher collected the data by using research instruments. The instruments are analyzed, and the data dealing with the problems being investigated. In analyzing the data, the researcher should pay attention to the purpose of the study.

The data of this study are collected based on the following steps : first, while the researcher collected the data by questionnaire, the researcher also got the data to answer the main statement of the problem. Second, the researcher got the information from random sampling then analyzed the data collection the frequency of each variable from eleven variable and twenty seven sub variables of reading motivation in MRQ. Third, calculated the questionnaire percentages each responses of each variable the various aspects of EFL students reading motivation at SMKN 1 Batu statistically. The formula for calculating the percentages draw in the picture below.

$$P = f/N \times 100\%$$

P : Percentage
f : Frequency

Figure 3.1 Formula for Calculating The Percentage

Fourth, draw the figure of percentages of reading motivation in a diagram. Fifth, described the discussion of the collected data briefly. Sixth, draw the conclusion and given suggestion based on the finding.

CHAPTER IV

RESEARCH FINDING

This chapter describes the results of this research. In the research finding, the researcher presents the result of this research that was taken from MRQ which was developed by Wigfield & Guthrie (1997) that was given for EFL students at SMKN 1 Batu. It contains the percentages of factors which influence EFL students' reading motivation at SMKN 1 Batu which were presented on diagrams.

4.1 Percentages of Factors Influenced EFL Student's Reading Motivation

In this research, the researcher gave the MRQ to one hundred and twenty eight EFL students of SMKN 1 Batu from all majors. The MRQ consists of eleven variables and twenty seven sub variables. Then, the researcher calculated the percentages about each variable of EFL reading motivation in MRQ. The researcher calculated each response, but only taken some variables with "a lot like me" responses, because it indicates to the factors affect EFL students' reading motivation at SMKN 1 Batu. The results of each factor which affect the students' motivation to read were presented briefly in the bar diagram below.

4.1.1 Reading Efficacy

The percentage of reading efficacy is presented in the bar diagram below.

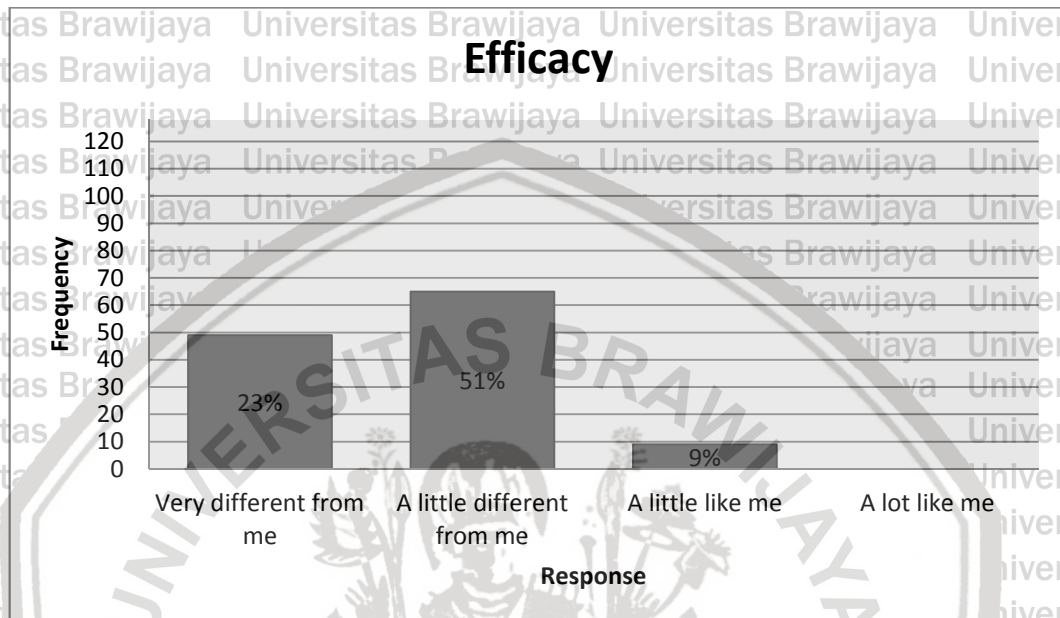


Figure 4.1 Percentage of Reading Efficacy

The percentage of self efficacy belief in reading is lower than other factors which affect the students' motivation to read. As shown in the diagram there were 49 students (23%) students who responded "very different from me". The students who responded "a little different from me" were 65 students (51%). Besides that, 12 students (9%) responded "a little like me" and none of them (0%) responded "a lot like me".

4.1.2 Reading Challenge

The percentage of reading challenge is presented in the bar diagram below.

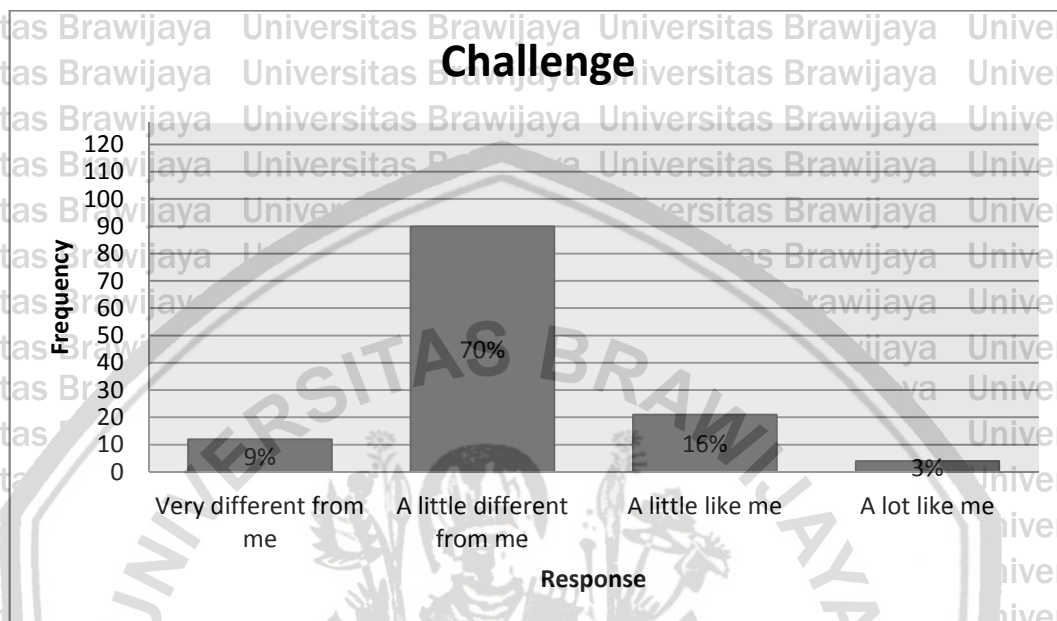


Figure 4.2 Percentage of Reading Challenge

Another factor which affect EFL students' motivation to read is challenge.

As shown in the diagram there were 12 students (9%) students who responded "very different from me". And the students who responded "a little different from me" were 90 students (70%). Besides that, 21 students (16%) responded "a little like me" and 4 students (3%) responded "a lot like me".

4.1.3 Reading Curiosity

The percentage of reading curiosity is presented in the bar diagram below.

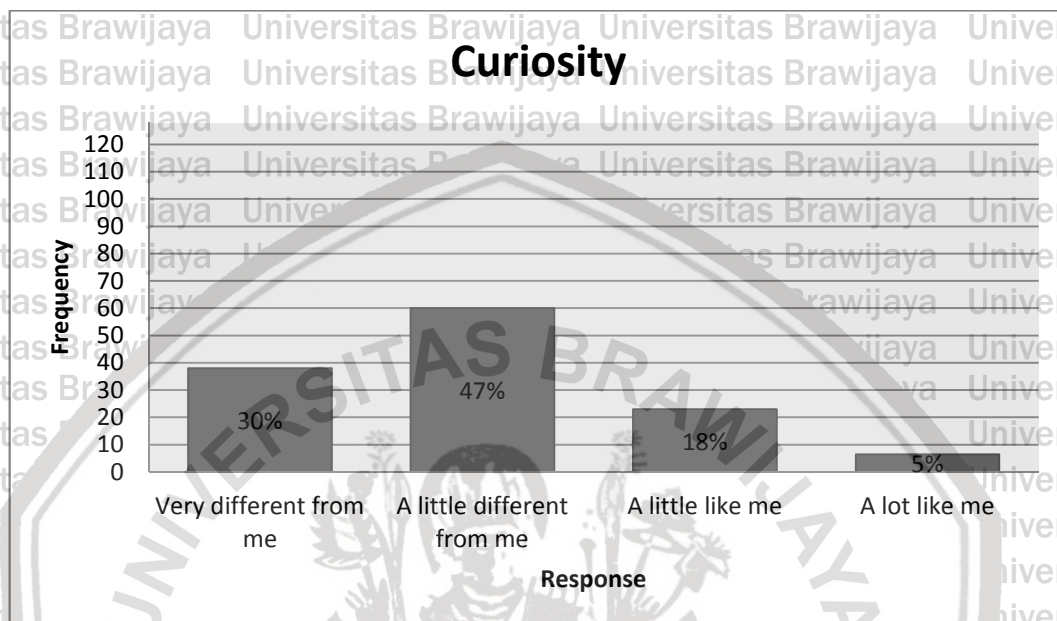


Figure 4.3 Percentage of Reading Curiosity

Another factor which affect EFL students' motivation to read is curiosity.

As shown in the diagram there were 38 students (30%) students who responded "very different from me". And the students who responded "a little different from me" were 60 students (47%). Besides that, 23 students (18%) responded "a little like me" and 7 students (5%) responded "a lot like me".

4.1.4 Reading Involvement

The percentage of reading involvement is presented in the bar diagram below.

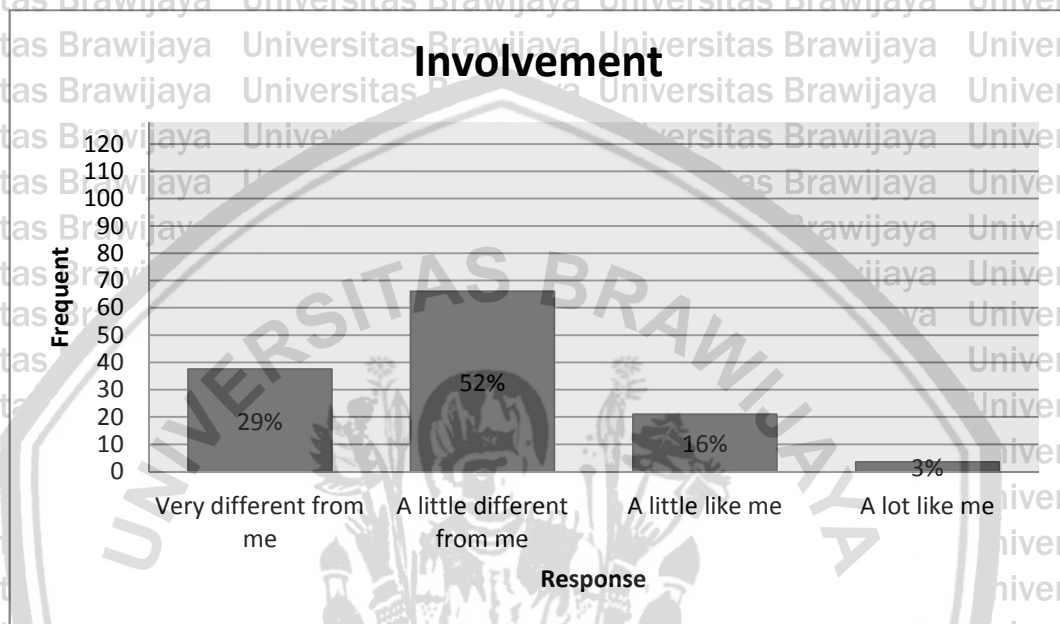


Figure 4.4 Percentage of Reading Involvement

Another factor which affect EFL students' motivation to read is involvement. As shown in the diagram there were 38 students (29%) students who responded "very different from me". And the students who responded "a little different from me" were 66 students (52%). Besides that, 21 students (16%) responded "a little like me" and 4 students (3%) responded "a lot like me".

4.1.5 Importance of Reading

The percentage of importance of reading is presented in the bar diagram below.

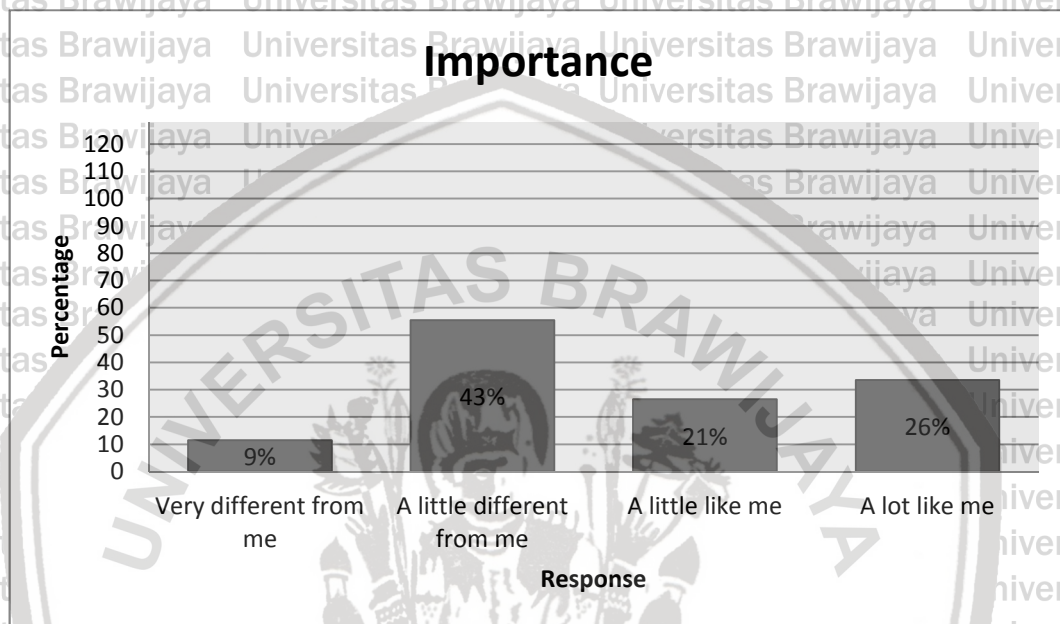


Figure 4.5 Percentage of Importance of Reading

Another factor which affect EFL students' motivation to read is importance of reading. As shown in the diagram there were 12 students (9%) students who responded "very different from me". And the students who responded "a little different from me" were 56 students (43%). Besides that, 27 students (21%) responded "a little like me" and 34 students (26%) responded "a lot like me".

4.1.6 Reading Work Avoidance

The percentage of reading work avoidance is presented in the bar diagram below.

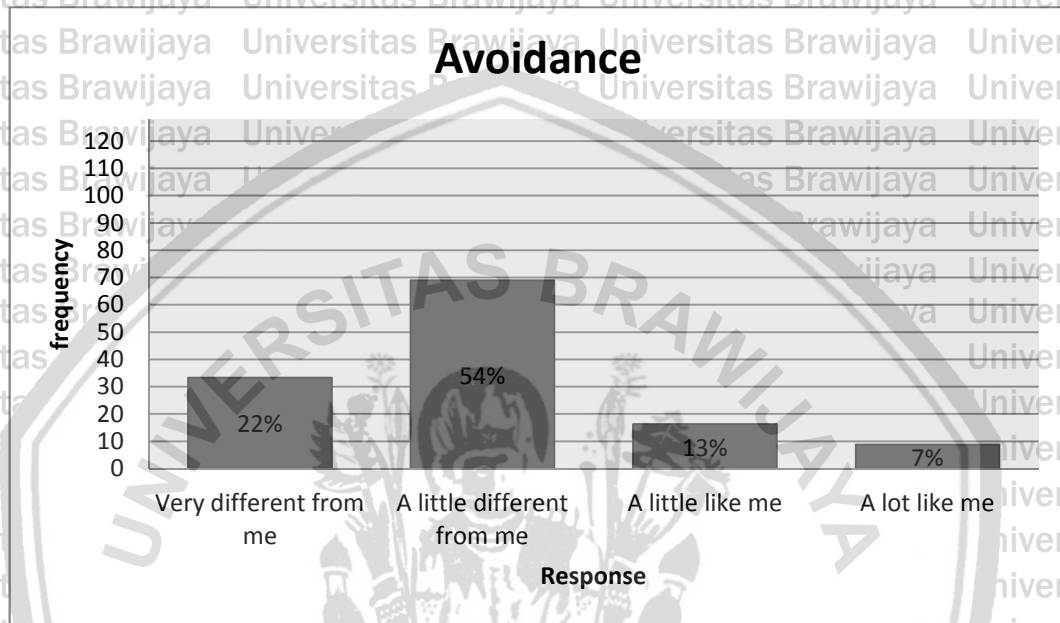


Figure 4.6 Percentage of Reading Work Avoidance

Another factor which affect EFL students' motivation to read is work avoidance. As shown in the diagram there were 33 students (22%) students who responded "very different from me". And the students who responded "a little different from me" were 69 students (54%). Besides that, 16 students (13%) responded "a little like me" and 9 students (7%) responded "a lot like me".

4.1.7 Competition in Reading

The percentage of competition in reading is presented in the bar diagram below.

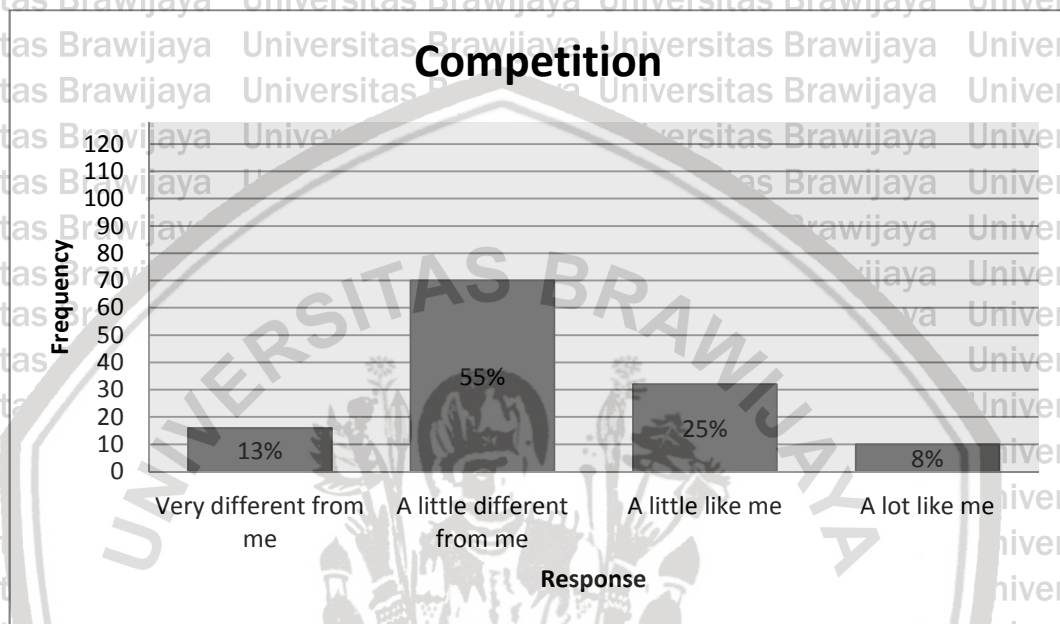


Figure 4.7 Percentage of Competition in Reading

Another factor which affect EFL students' motivation to read is competition. As shown in the diagram there were 16 students (13%) students who responded "very different from me". And the students who responded "a little different from me" were 70 students (55%). Besides that, 32 students (25%) responded "a little like me" and 10 students (8%) responded "a lot like me".

4.1.8 Recognition for Reading

The percentage of recognition for reading is presented in the bar diagram below.

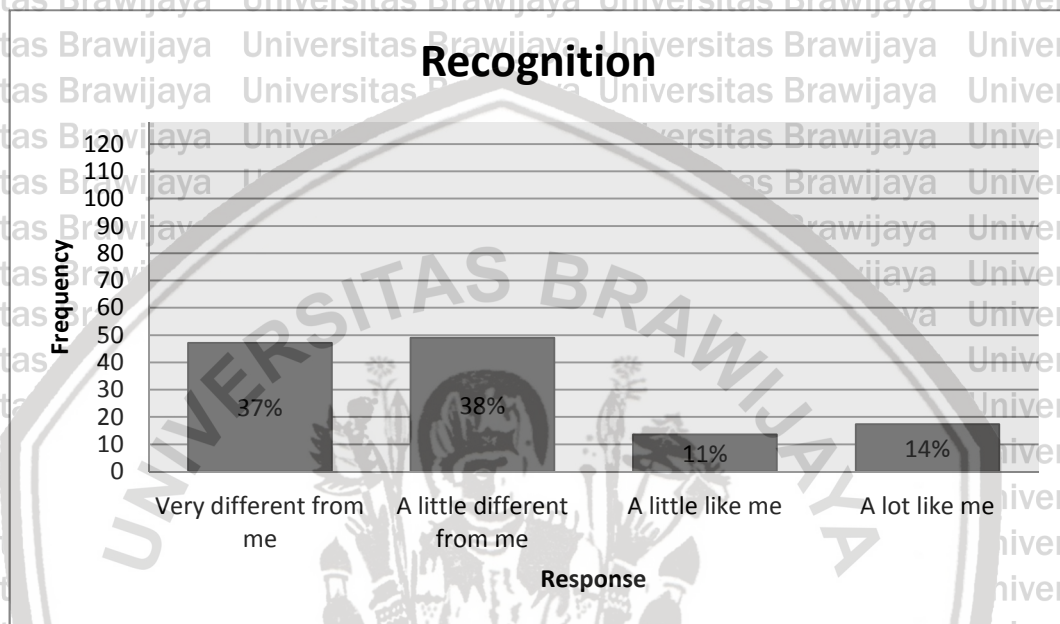


Figure 4.8 percentage of Recognition for Reading

Another factor which affect EFL students' motivation to read is recognition. As shown in the diagram there were 47 students (37%) students who responded "very different from me". And the students who responded "a little different from me" were 49 students (38%). Besides that, 14 students (11%) responded "a little like me" and 17 students (14%) responded "a lot like me".

4.1.9 Reading for Grades

The percentage of reading for grades is presented in the bar diagram below.

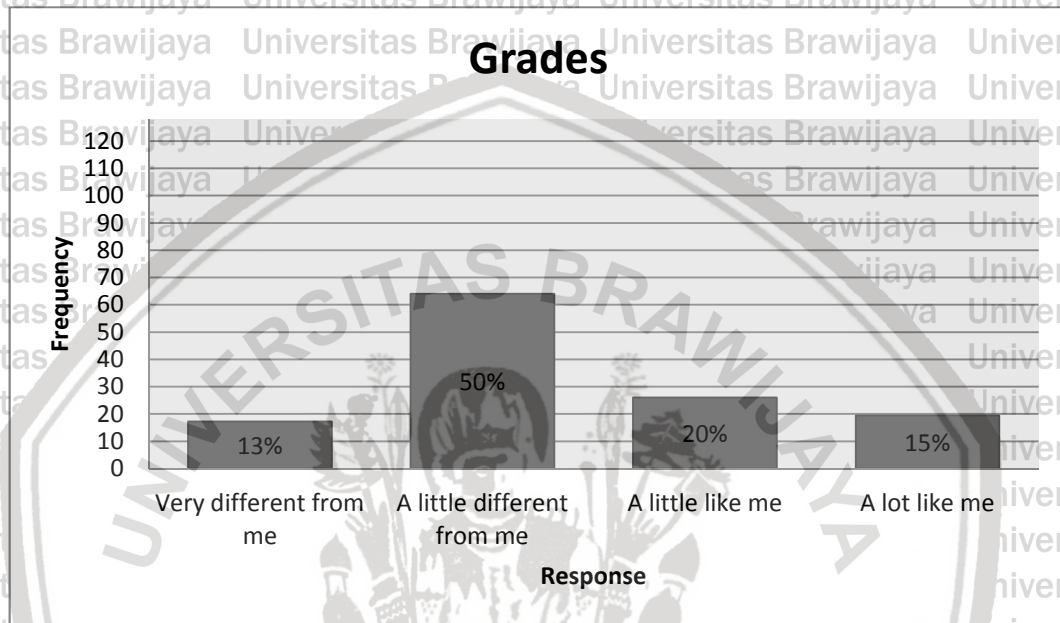


Figure 4.9 Percentage of Reading Motivation

Another factor which affect EFL students' motivation to read is grades. As shown in the diagram there were 17 students (13%) students who responded "very different from me". And the students who responded "a little different from me" were 64 students (50%). Besides that, 26 students (20%) responded "a little like me" and 20 students (15%) responded "a lot like me".

4.1.10 Social Reasons for Reading

The percentage of social reasons for reading is presented in the bar diagram below.

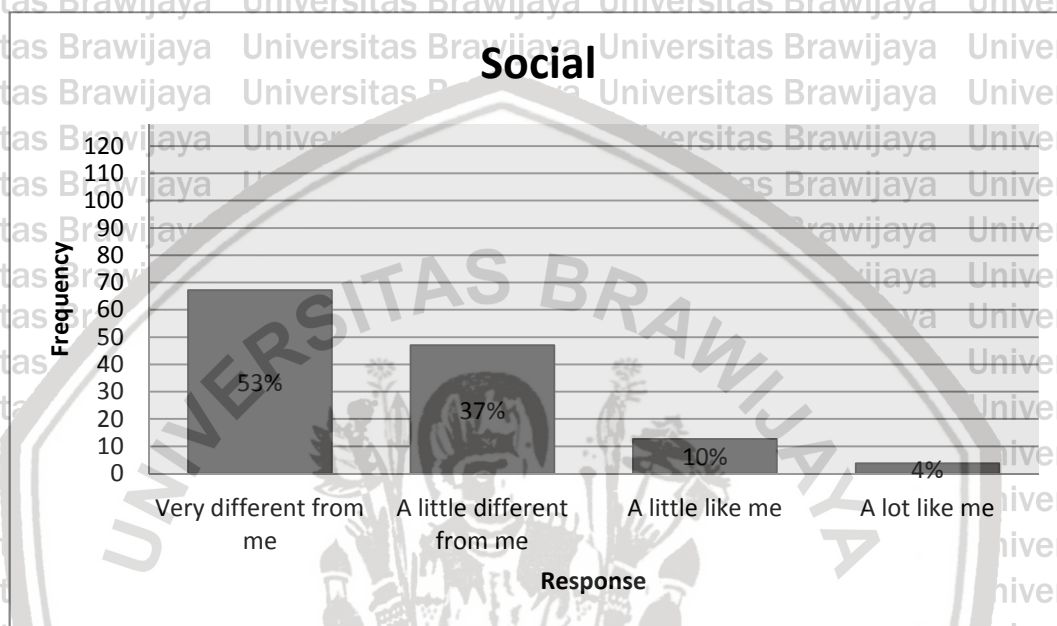


Figure 4.10 Percentage of Social Reasons for Reading

Another factor which affect EFL students' motivation to read is social. As shown in the diagram there were 67 students (53%) students who responded "very different from me". And the students who responded "a little different from me" were 47 students (37%). Besides that, 13 students (10%) responded "a little like me" and 4 students (4%) responded "a lot like me".

4.1.11 Compliance

The percentage of compliance is presented in the bar diagram below.

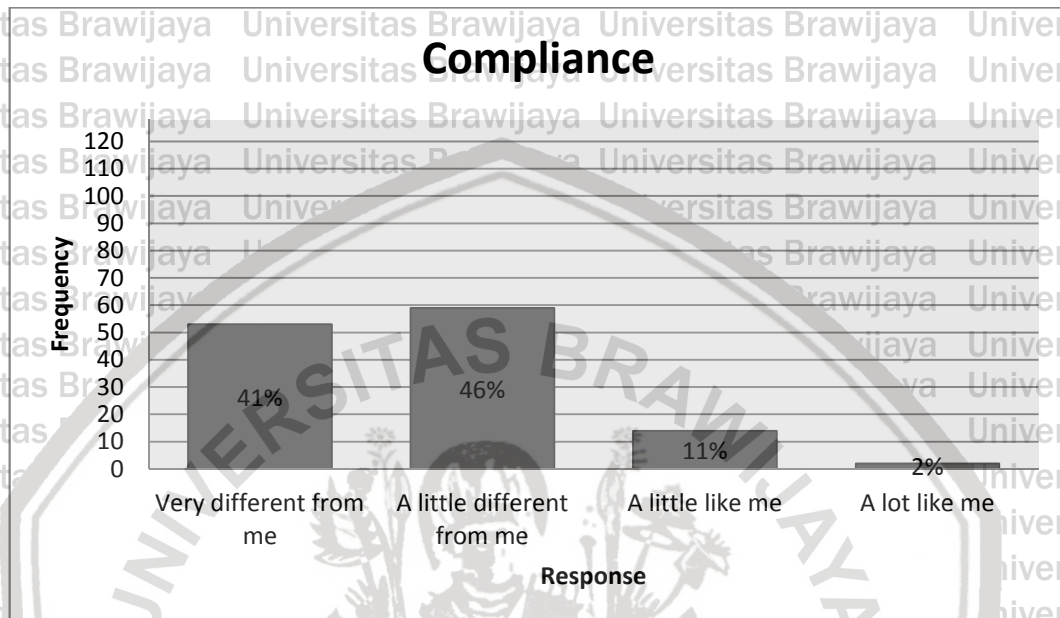


Figure 4.11 Percentage of Compliance

Another factor which affect EFL students' motivation to read is compliance. As shown in the diagram there were 53 students (41%) students who responded "very different from me". And the students who responded "a little different from me" were 59 students (46%). Besides that, 14 students (11%) responded "a little like me" and 2 students (2%) responded "a lot like me".

4.2 Percentage of EFL students' reading motivation

From the result it can be concluded that EFL students reading motivation are affected by several factors as presented in chart 4.12 below.

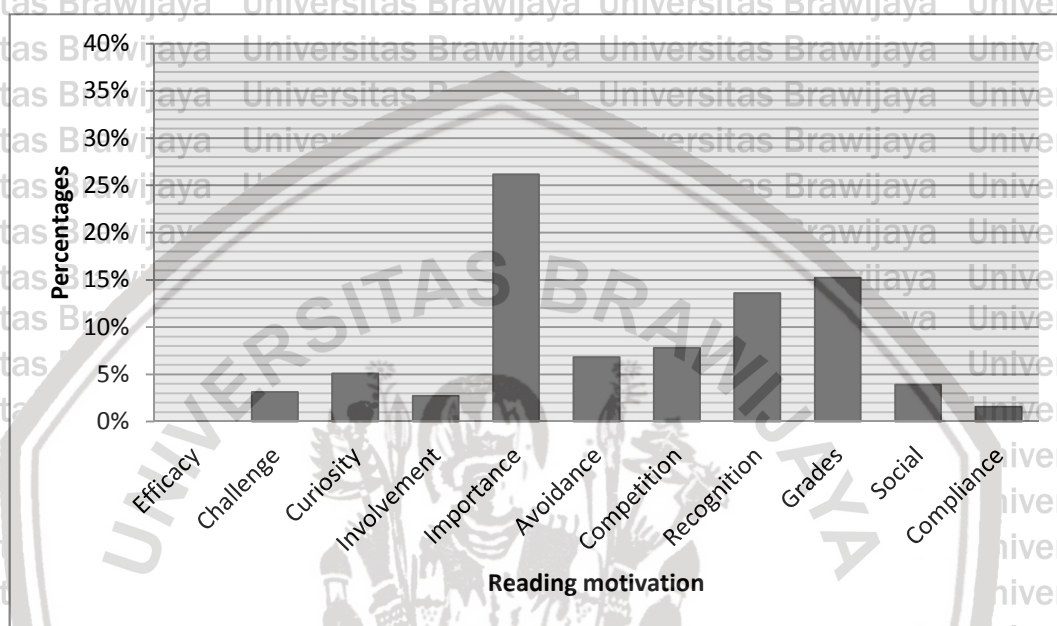


Figure 4.12 Percentage of EFL Students' Reading Motivation

According to the chart, the factors which affect the students' reading motivation were 0% for efficacy, 3% for challenge, 5% for curiosity, 3% for involvement, 26% for importance of reading, 7% for work avoidance, 8% for competition, 14% for recognition, 15% for grades, 4% for social, and 2% for compliance.

These result were taken from "a lot of me" responses from each dimension of factor affecting students' motivation to indicate the highest tendency of each factor that might affect the students' reading motivation. Therefore, according to

the result, it appeared that the students' reading motivation were mostly affected by importance of reading, reading for grades, and recognition for reading.



CHAPTER V

DISCUSSION

This section presents the discussion and the interpretation over the results of the study. In line with the research problems, it discussed the research finding concerning: factors which affect EFL students' reading motivation at SMKN 1 Batu. There are eleven aspects of reading motivation; efficacy, challenge, curiosity, involvement, importance, avoidance, competition, recognition, grades, social, and compliance. The discussions are presented below.

After looking at the research findings of MRQ in the previous chapter, the researcher found the frequency of each factor which influences EFL students' reading motivation at SMKN 1 Batu. The research findings will be discussed more in this present chapter. The researcher discusses three aspects which commonly prominent in motivation field adapted to reading. First, competence and efficacy beliefs, second, achievement values and goals, third, social aspects. The discussions and interpretation are presented below.

5.1 Competence and Efficacy Beliefs

Students have a different efficacy and belief to read different books or texts. If the students choose to begin their reading they will increase the amount of their reading in order to achieve the goals and they need to increase their ability to be competence to read well. But if they have no efficacy and belief to read they will not begin their reading and they are not motivated to read. Regarding to the

students' competence and efficacy beliefs of reading motivation, there are some factors which affect reading motivation; reading efficacy and reading challenge.

5.1.1 Reading Efficacy

According to the findings of reading efficacy "a lot like me" response is the lowest among all of the factors affect reading motivation. More accurately, none of EFL students motivated and engaged to read. In other words their motivation to read not come from their own. Only a very few of them indicate spending their effort through reading, because they want to read. They will feel bored to read rather than do something else which attracted them more and make them feel more confidence in doing so. Bandura (1994) states "students with poor self-efficacies do not feel in control and believe they do not have capabilities for success. Students' perceptions about their abilities influence how they behave, their thought patterns, and their emotional reactions in difficult situations". When they are expect to read books or texts, they appear to just do a skimming read quickly only for answer questions follow or get the main important idea of the text just looking at beginning paragraph. They cannot found anything attractive and interesting in a book which invite them to spend their time more in reading.

Thus, EFL students prefer seeking many knowledge from another activity which invite and make them feel interested and enjoy to do. The students with a low self efficacy will not be interested to read, moreover they will find difficulties through their success. Because they have low self efficacy belief which influence more in achieving the goal in reading, they don't possess high self confidence because with a strong efficacy and belief the students will have a strong

confidence to solve all difficulties which have been found within reading activities and struggle to read. With a low self efficacy, it appears that the students have some challenges to be succeed in comprehending reading texts, find information through reading, and understanding the messages or contents of written communication.

5.1.2 Reading Challenge

The findings show that EFL students did not like challenging the reading tasks more. Students with a low self efficacy tend for disliking to challenge themselves with difficult tasks in reading activity. They lack of enthusiasm to read more written information and they have low motivation to do reading tasks which follow after comprehending written information or texts. They will be reluctant to read if the tasks are hard. Relate to the present study results, the students have lack experience in finding meaning of new vocabulary, recognizing the meaning, getting the idea of the texts, or solving the problem through written communication. studies of individual groups or strategies. Kweldju (1996) finds that students are not willing to read their reading textbooks although they realised their usefulness. She argues that this lack of interest is due to the students' inadequate prior knowledge, inability to comprehend the reading texts, and complex structure of the textbooks.

5.2 Achievement Values and Goals

Another prominent aspects in reading motivation is achievement values and goals. In achieving the goals in reading activities the students need some purposes for reading. Without any purpose to read the students will not have a

desire and an interest to begin their reading. Students need intrinsic and extrinsic motivation which will motivate them to read. If the students are intrinsically or extrinsically motivated to read they will struggle to achieve their goals through reading. Some factors which became an intrinsic motivation to read regarding to students' achievement values and goals there are reading curiosity, reading involvement, reading work avoidance, and importance of reading. And an extrinsic motivation to read there are competition in reading, reading recognition, and reading for grades.

5.2.1 Reading Curiosity

According to research findings can be seen EFL students were not feel curious to read. They do not read books or texts because they want to seek what make a big question mark in their mind. Regarding to a topic or subject they are very likely to read will invite them begin their reading and read more. When EFL students feel curious about many new books or texts they will try to explore many knowledges through reading. They will always find something new and exciting because every books has a diverse idea from different people. If they are very likely feel curious with many kinds of different books they can choose the best books for them to read.

5.2.2 Reading Involvement

Based on research findings the students were not motivated to read particular genres or topic involving fiction or fantasy books or texts. Because they cannot find attractive topic which can invite them to read. In many books involve a different genres the words are hard for them to understand. Besides that, they

need to imagine in their mind about the texts they read. This is some reason that the students are not motivated by involving fantasy and imagination in reading.

The topic and genres of texts is bored and they need to recognize the meaning while reading. If the topic attract them they will try to read well although the words are unfamiliar and they need imagine the story while reading. Reading some fiction books, stories, novels, involving fantasy they can imagine an attractive moment. Rather than watch a fantasy movie or film which the students can see the scene directly, it is will be more attractive if they read fiction book.

They can find a pleasure and joyful feeling by involving to read a fiction or story books. Rukmini (2004) finds that students lack interest in reading classes since they are not familiar with explanation and discussion genres which are commonly used in reading texts in tertiary level. (The genres in most secondary school textbooks are anecdote and descriptive texts). Reading classes were considered boring and stressful because of over long reading text/s, unfamiliar vocabulary, lack of pre-reading activities activating the students' background knowledge, and repetitive teaching.

5.2.3 Importance of Reading

According to research findings that students are actually know EFL reading is very important because can bring many benefits and advantages for students. Through reading students can improve their ability in learning English also improve their reading skill. They obtain many new vocabulary by reading a book and they can open their mind for some idea or think to write. In this sense the most attractive reading is read an articles or texts which published in many

blogsites and internets. Many blogs are written in English and google is provided in English. The students seeking many informations and knowledges through blog sites and internets. When they read they seeking the meaning of vocabulary from google translate. If the students have knew the importance of reading in English they will intrinsically motivated and engage in reading. Dhanapala (2008) finds that the students may read because they are interested in reading and want to acquire reading skills.

5.2.4 Reading Work Avoidance

Based on research findings that work avoidance is one feeling of anxiety and afraid to do something. It is one of factor which make students were not motivated to read. They feel the books are quite hard and complicated to understand. They will not interest to read if they dislike the topic of books or texts, the vocabulary difficult to understand. They will read more regarding to the particular topic and the level of difficulties based on their interest. Because of that they never keep try to read and they feel they will likely to fail. Actually this is a good chance for students to make a choice for a particular book what they prefer to read. They should choose the easier and more attractive to make them interest.

Because they only the one who really know them self about what they prefer to read and what they dislike to read. Tercanlıoglu (2001) finds that actually the negative finding on Work Avoidance is really a positive finding. It means that students do not care if reading activities are difficult and they do not avoid reading.

5.2.5 Competition in Reading

Based on research findings that competition means struggle for being best from another in reading. EFL students are less compete try to read more and they were not read because they want to reach the best place in reading then other. Students will not approve lost from their friends in reading, then they will read more. When they see friends who always focus and read many kind of books, moreover he or she knows every particular object because of their reading, surely they will follow that step. Because they want to compete their friends being the best to read. Dhanapala (2008) finds that in japan competition is less encouraged in the classroom and therefore they may not prefer challenge.

5.2.6 Recognition for Reading

According to research findings that recognition is one kind of extrinsic motivation to read, because this kind of motivations comes from external factors.

EFL students read their books because they want someone recognize their reading. They expect someone appreciate their reading and will motivate them to read more and they will have more power to read. Because of that recognition for reading of reading motivation is mostly influenced students' reading motivation.

EFL students want their reading will be recognize by another people near them. If someone recognize their reading and appreciate it, surely they will try to read more and will be more enthusiasm to read. Dhanapala (2008) finds that students are extrinsically motivated and highly oriented to readings for external rewards such as getting a good grades or to meet parents' expectations or pleasing teachers.

5.2.7 Reading for Grades

Based on research findings that grades is best way to make EFL students motivated to read, it is becomes necessary in their life. However students spend almost their time in school rather in their house. English teacher consider the plus points if they read their books well. If they do not read well for their grades teacher will give them punishments. If the students are not pass their grades, parents also will never satisfy what they need for joyful and happiness. Sometimes parents attract them with many rewards, gifts, if they read well and pass their grades. Students will pay more attention in their grades and their reading more. On the other hand if they did not reach the goal of grades and did not read their books outside the school, parents will be angry to them. Most of parents also expect them to attend many courses outside the school activities an additional for their private studies. Grades are extrinsic motivation to read, but it is will occur for a short times. After the students pass the grades they will not read their books again. Komiyama (2013) finds that grades which indicates that willingness to read for good grades and willingness to read to complete assignments”.

5.3 Social Aspects

Another prominent aspects in reading motivation is social aspect. Environment will influence more in students’ reading motivation. If friends and families are encourage the students to read they will engage in reading. The students can share many different books or texts they have read. They can trade many things about different ideas, topics, and interests through reading. Parents,

sisters, and brothers can lead the students to motivate them to read or to read more. Some factors which influenced reading motivation regarding to social aspects are social reasons for reading and compliance.

5.3.1 Social Reasons for Reading

Based on research findings that social reasons is another factors which influenced students motivation to read. Students' social class and environment cannot impact for their reading motivation especially friends who always play and share together cannot give the most effect for their desire to read. For any reason students feel very pleasant spend their time with friends, it is will affect their reading motivation. If friend are very likely to read will be sure the reading habit will influence. But most of them are not motivated to read which make social not influence for motivated them to read. Family can not engage the students to make them motivated to read. the students are not spend their time in reading with family. Tercanlioglu (2001) finds the low score of Social Reasons means that students do not seem to be highly motivated to read for social reasons, such as reading with friends and family. Instead, they rated the more "individualistic" dimensions more highly.

5.3.2 Compliance

According to research finding that the students were not motivated to finish their reading on time. English teachers always expect the students to read their text books in English classes, surely they will read the books, but if the teacher never require the students to read their textbooks they will never read.

Commonly the teacher provide many texts with a certain topic will attract the

students, then the students will read well and ask the students to read by giving several time. Their parents who always require the students to read when they spend their time at house. Parents will require the students to read well and understand their reading. Tercanlioglu (2001) finds that compliance was also negatively correlated with school reading.

Based on the research findings, the result shown some factor which mostly motivated EFL students to read there are; 1) they read because they know the importance of EFL reading, 2) they read because they when to pass their grades, 3) they read because they want someone recognize their reading and will appreciate it. It is means the most affected reading motivation are importance of reading, reading for grades, and recognition for reading. Thus, factors that influenced EFL students reading motivation at SMKN 1 Batu is mostly of extrinsic and intrinsic reason not of their self efficacy and belief. It is seems very difficult to grow their self efficacy and belief to read. Most of them who indicate the highest tendency that they did not like reading. Actually they never try to read then they do not really sure about their interest in reading.

5.4 External Motivation

Therefore, according to the discussion above, the top three factors which affect the students' reading motivation are importance of reading, reading for grades, and recognition for reading. These factors can be categorized as extrinsic motivations to read. in this case, the students will do the reading activities because external drive not from the students' own initiative. These findings were consistent with Lau (2003) that poor readers had poorer intrinsic motivation than

good readers. The view that intrinsic motivation, self-efficacy and strategy attribution had facilitating effects on strategy learning. Indeed, successful strategy instruction programmes also pay great attention to enhancing poor readers' intrinsic interest in reading. Students' reading motivation and attributional beliefs also had significant relations with their ability in using reading strategy and reading comprehension.

These findings were also consistent with Komiyama (2013) that Extrinsic Drive to Excel is by far the strongest factor that characterizes reading motivation.

In the current literature, there seems to be no equivalent single factor among the L2 reading motivation constructs identified. However, the two concepts underlying Extrinsic Drive to Excel have both been noted in L2 reading motivation research. L2 researchers have found that L2 readers demonstrated somewhat strong motivation orientations toward both Competition and Recognition. The results of the current study constantly with previous research findings that outperforming peers and receiving recognition from others are strong extrinsic motivators for L2 readers.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions that are derived from the research findings. The conclusion is a summary of the research findings and discussion. The suggestion section contains recommendation.

6.1 Conclusion

The following conclusions are based on the findings of the study. It can be seen as follows:

The data of the research show that the factors which affect the students' reading motivation tend to be extrinsic compare to intrinsic one. The students of SMKN 1 Batu mention that factors that affect them to read are importance of reading, reading for grades, and recognition for reading. Low indication is found on the students' internal drive of reading like reading curiosity, reading challenge and reading work avoidance.

It is means that the students do their reading for external reason. They begin their reading only to get some purposes in a short terms. They read because they need to pass their grades and they want someone recognize their reading then will appreciate it. After they have meet their purpose to read they will not continue their reading. Besides that they are less motivated for some enjoyable and interest to begin their reading. They are not feel enjoy and interest to spend their

time through reading and prefer to enjoy another activities which make them interest rather than reading.

6.2 Suggestions

Based on the conclusion and the discussion of result in the previous section, the researcher formulates suggestions for the English teachers and the further researchers.

6.2.1 Suggestion for The English Teachers

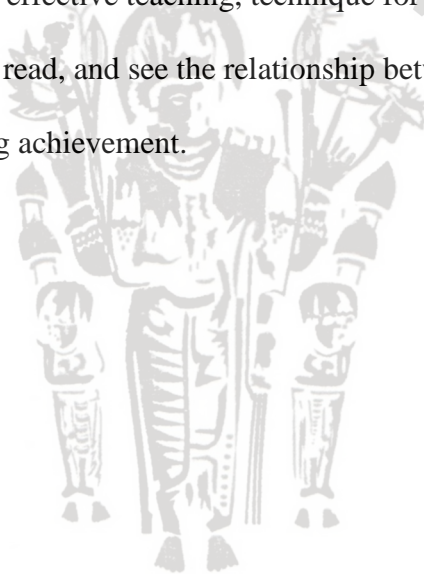
The researcher suggests to the English teachers to enhance EFL students reading motivation extrinsically by choosing some reading text familiar and enjoyable for students and easy to understand with the easier vocabularies. Built a friendly relationship with the students. Be on their side, treat everyone with respect all of the time, lead them to achievement, work together, and show as a teacher can listen and accept what the student says. Teacher is not an angle which all what they said are always perfect and true.

Besides, the teacher can share with another English teacher or if possible with parents to discuss students habit and what they prefer for reading text.

Furthermore, the teachers can join seminar, workshop, or short course to improve their competence in motivating EFL students intrinsically. Using various and attractive instructional media or suggest the school for gathering places outside the classes inviting students interest to read. Thus, EFL students will read for some intrinsic reason.

6.2.2 Suggestion for The Further Researchers

This research is only conducted in one vocational high school and only involves EFL students from five specific major as the subjects of the study. Thus the result can not be generalized to other various vocational high school even other level of schools that motivating students to read, the further research is highly recommended to conduct the similar research across different gender, time, proficiency, or else. By using this present study as the starting point, further investigation is needed in the area of reading strategies which can motivate the students' to read more, effective teaching, technique for students who have extrinsic motivation to read, and see the relationship between students' motivation to read and their reading achievement.



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APPENDICES



Appendix 1. Motivations for Reading Questionnaire

Name _____ Date _____
 Teacher _____

MOTIVATIONS FOR READING QUESTIONNAIRE

We are interested in your reading.

The sentences tell how some students feel about reading. Listen to each sentence and decide whether it talks about a person who is like you or different from you.

There are no right or wrong answers. We only want to know how you feel about reading.

For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

No	Statement	Response			
		Very different from me (1)	A little different from me (2)	A little like me (3)	A lot like me (4)
1	I like ice cream			✓	
2	I like spinach				✓

If the statement is very different from you, circle 1.

If the statement is a little different from you, circle 2.

If the statement is a little like you, circle 3.

If the statement is a lot like you, circle 4.

Okay, we are ready to start on the ones about reading. Remember, when you give your answers you should think about the things you are reading in your class.

There are no right or wrong answers, we just are interested in YOUR ideas about reading. To give your answer, circle ONE number on each line. The answer lines are right under each statement.

Let's turn the page and start. Please follow along with me while I read each of the statements, and then circle your answer.

Berilah tanda (✓) pada pilihan anda di setiap pernyataan yang ada !

No	Statement	Response			
		Very different from me (1)	A little different from me (2)	A little like me (3)	A lot like me (4)
1	I like being the best at reading				
2	I like it when the questions in books make me think				
3	I read to improve my grades				
4	If the teacher discusses something interesting I might read more about it				
5	I like hard, challenging books				
6	I enjoy a long, involved story or fiction book				
7	I know that I will do well in reading next year				
8	If a book is interesting I don't care how hard it is to read				
9	I try to get more answers right than my friends				
10	I have favorite subjects that I like to read about				
11	I visit the library often with my family				
12	I make pictures in my mind when I read				
13	I don't like reading something when the words are too difficult				
14	I enjoy reading books about people in different countries				
15	I am a good reader				
16	I usually learn difficult things by reading				
17	It is very important to me to be a good reader				
18	My parents often tell me what a good job I am doing in reading				
19	I read to learn new information about topics that interest me				
20	If the project is interesting, I can read difficult material				
21	I learn more from reading than most students in the class				
22	I read stories about fantasy and make believe				
23	I read because I have to				
24	I don't like vocabulary questions				
25	I like to read about new things				
26	I often read to my brother or my sister				
27	In comparison to other activities I do, it is very important to me to be a good reader				
28	I like having the teacher say I read well				
29	I read about my hobbies to learn more about them				
30	I like mysteries				
31	My friends and I like to trade things to read				
32	Complicated stories are no fun to read				
33	I read a lot of adventure stories				

No	Statement	Response			
		Very different from me (1)	A little different from me (2)	A little like me (3)	A lot like me (4)
34	I do as little schoolwork as possible in reading				
35	I feel like I make friends with people in good books				
40	I don't like it when there are too many people in the story				
41	I am willing to work hard to read better than my friends				
42	I sometimes read to my parents				
43	I like to get compliments for my reading				
44	It is important for me to see my name on a list of good readers				
45	I talk to my friends about what I am reading				
46	I always try to finish my reading on time				
47	I am happy when someone recognizes my reading				
48	I like to tell my family about what I am reading				
49	I like being the only one who knows an answer in something we read				
50	I look forward to finding out my reading grade				
51	I always do my reading work exactly as the teacher wants it				
52	I like to finish my reading before other students				
53	My parents ask me about my reading grade				

Appendix 2. Blueprint of MRQ

BLUEPRINT OF MRQ

Dimension	Questions	Questionnaire item number
Reading efficacy	<ul style="list-style-type: none"> I learn more from reading than most students in the class 	11
Reading challenge	<ul style="list-style-type: none"> I like it when the questions in books make me think 	1
Reading curiosity	<ul style="list-style-type: none"> I have favorite subjects that I like to read about I enjoy reading books about living things 	5 8
Reading involvement	<ul style="list-style-type: none"> I read stories about fantasy and make believe I enjoy a long, involved story or fiction book 	3 12
Importance of reading	<ul style="list-style-type: none"> It is very important to me to be a good reader In comparison to other activities I do, it is very important to me to be a good reader 	9 14
Reading work avoidance	<ul style="list-style-type: none"> I don't like vocabulary questions Complicated stories are no fun to read I don't like reading something when the words are too difficult I don't like it when there are too many people in the story 	13 17 7 21
Competition in reading	<ul style="list-style-type: none"> I try to get more answers right than my friends 	4
Recognition for reading	<ul style="list-style-type: none"> I like having the teacher say I read well My friends sometimes tell me I am a good reader I like to get compliments for my reading I am happy when someone recognizes my reading My parents often tell me what a good job I am doing in reading 	15 18 22 25 10

Dimension	Questions	Questionnaire item number
Reading for Grades	<ul style="list-style-type: none"> ▪ Grades are a good way to see how well you are doing in reading ▪ I look forward to finding out my reading grades ▪ I read to improve my grades ▪ My parents ask me about my reading grade 	<p>19</p> <p>26</p> <p>27</p>
Social reasons for reading	<ul style="list-style-type: none"> ▪ I visit the library often with my family ▪ My friends and I like to trade things to read ▪ I talk to my friends about what I am reading ▪ I like to help my friends with their schoolwork in reading 	<p>6</p> <p>16</p> <p>23</p> <p>20</p>
Compliance	<ul style="list-style-type: none"> ▪ I always try to finish my reading on time 	<p>24</p>

Appendix 3. Kuesioner Motivasi Membaca Bahasa Inggris

Nama _____ tanggal _____
 jurusan _____ kelas _____

KUESIONER MOTIVASI MEMBACA BAHASA INGGRIS

Saya tertarik dengan minat anda dalam membaca bahasa inggris.

Beberapa kalimat dibawah ini berisi tentang bagaimana minat siswa dalam membaca buku, teks, segala macam bacaan dalam bahasa inggris. Perhatikan setiap kalimat dan pilihlah apakah selalu, sering, kadang - kadang, atau tidak pernah anda lakukan. Tidak ada jawaban benar atau salah. Saya hanya ingin mengetahui bagaimana minat anda dalam membaca. Terima kasih atas kerjasama anda.

Untuk beberapa pernyataan, anda harus memikirkan hal hal apa saja yang anda baca pada teks bahasa inggris saja.

Beberapa contoh :

Berilah tanda (✓) pada pilihan anda di setiap pernyataan yang ada !

No	Pernyataan	Respon			
		Tidak pernah (1)	Kadang kadang (2)	Sering (3)	Selalu (4)
1	Saya suka es krim			✓	
2	Saya pergi jalan jalan pada hari minggu				✓

Berilah tanda (✓) pada pilihan anda di setiap pernyataan yang ada !

No	Pernyataan	Respon			
		Tidak Pernah (1)	Kadang kadang (2)	Sering (3)	Selalu (4)
1	Saya suka menjawab pertanyaan yang membuat saya berfikir yang ada dibuku bahasa inggris				
2	Saya membaca bacaan dalam bahasa inggris supaya nilai bahasa inggris saya bagus				
3	Saya suka membaca cerita dongeng dalam bahasa inggris				
4	Saya harus dapat menjawab pertanyaan yang ada dibuku bahasa inggris dengan benar lebih banyak dari teman lainnya				
5	Saya senang membaca buku / bacaan tambahan dalam bahasa inggris untuk pelajaran kesukaan saya				
6	Saya sering ke perpustakaan bersama keluarga untuk membaca buku atau cerita berbahasa inggris				
7	Saya tidak suka membaca teks dalam bahasa inggris ketika kosakatanya tidak mudah difahami				
8	Saya senang membaca buku atau bacaan dalam bahasa inggris tentang makhluk hidup				
9	Membaca buku bahasa inggris sangatlah penting untuk saya				
10	Orang tua saya bilang saya pintar membaca teks bahasa inggris				
11	Saya paling rajin membaca bacaan dalam bahasa inggris dari teman teman yang lainnya				
12	Saya senang membaca cerita fiksi dalam bahasa inggris				
13	Saya tidak suka mengerjakan tugas yang berhubungan dengan kosakata dalam bahasa inggris				
14	Menjadi pembaca bahasa inggris yang benar adalah hal yang terpenting				
15	Saya senang jika guru memuji saya atas keberhasilan dalam membaca teks / bacaan bahasa inggris				
16	Saya dan teman saya suka berbagi cerita berbahasa inggris tentang bacaan yang kami baca				
17	Cerita dalam bahasa inggris yang susah difahami tidak seru untuk dibaca				
18	Teman saya bilang kalau saya pintar memahami teks / bacaan dalam bahasa inggris				
19	Nilai pelajaran bahasa inggris menunjukkan hebatnya kita membaca				

No	Pernyataan	Respon			
		Tidak Pernah (1)	Kadang kadang (2)	Sering (3)	Selalu (4)
20	Saya senang membantu teman saya mengerjakan tugas membaca dalam pelajaran bahasa inggris				
21	Saya tidak suka membaca cerita dalam bahasa inggris yang terlalu banyak karakter dalam ceritanya				
22	Saya senang jika dipuji saya pintar membaca dalam bahasa inggris				
23	Saya bercerita kepada teman saya apa yang saya baca terutama cerita berbahasa inggris				
24	Saya selesai membaca cerita, buku, atau bacaan yang berbahasa inggris dengan cepat				
25	Saya senang kalau orang lain memperhatikan saya membaca teks atau bacaan yang berbahasa inggris				
26	Saya selalu menantikan nilai bahasa inggris saya				
27	Orang tua saya menanyakan nilai pelajaran bahasa inggris				

Appendix 4. Uji Validitas dan Reliabilitas Kuesioner

HASIL UJI VALIDITAS KUISIONER DENGAN METODE KORELASI BIVARIATE PEARSON

Dari data di atas diperoleh output nilai korelasi antara skor item dengan skor total (r hitung) yang akan dibandingkan dengan r tabel. R tabel dicari pada signifikansi 0,05 dengan $(n - 1) = 33$ karena jumlah responden dalam penelitian adalah 33 orang. Maka di dapat r tabel adalah 0,344 (lihat pada r tabel Distribusi nilai r tabel pada signifikansi 5%).

Jika nilai r hitung $>$ r tabel, maka item pertanyaan atau pernyataan dalam angket berkorelasi signifikan terhadap skor total (artinya item angket dinyatakan valid). Jika nilai r hitung $<$ r tabel, maka item pertanyaan atau pernyataan dalam angket tidak berkorelasi signifikan terhadap skor total (artinya item angket dinyatakan tidak valid).

Dari hasil perhitungan analisis SPSS dengan metode Korelasi Bivariate Pearson maka hasil validitas dari point-point pertanyaan dalam kuisoiner tersebut adalah:

1. Item Nomor 1 dengan r hitung 0,962 $>$ r tabel 0,344 = Valid
2. Item Nomor 2 dengan r hitung 0,822 $>$ r tabel 0,344 = Valid
3. Item Nomor 3 dengan r hitung 0,867 $>$ r tabel 0,344 = Valid
4. Item Nomor 4 dengan r hitung 0,947 $>$ r tabel 0,344 = Valid
5. Item Nomor 5 dengan r hitung 0,842 $>$ r tabel 0,344 = Valid
6. Item Nomor 6 dengan r hitung 0,812 $>$ r tabel 0,344 = Valid
7. Item Nomor 7 dengan r hitung 0,846 $>$ r tabel 0,344 = Valid
8. Item Nomor 8 dengan r hitung 0,803 $>$ r tabel 0,344 = Valid
9. Item Nomor 9 dengan r hitung 0,921 $>$ r tabel 0,344 = Valid
10. Item Nomor 10 dengan r hitung 0,922 $>$ r tabel 0,344 = Valid
11. Item Nomor 11 dengan r hitung 0,947 $>$ r tabel 0,344 = Valid
12. Item Nomor 12 dengan r hitung 0,989 $>$ r tabel 0,344 = Valid
13. Item Nomor 13 dengan r hitung 0,874 $>$ r tabel 0,344 = Valid
14. Item Nomor 14 dengan r hitung 0,927 $>$ r tabel 0,344 = Valid
15. Item Nomor 15 dengan r hitung 0,968 $>$ r tabel 0,344 = Valid
16. Item Nomor 16 dengan r hitung 0,923 $>$ r tabel 0,344 = Valid
17. Item Nomor 17 dengan r hitung 0,989 $>$ r tabel 0,344 = Valid
18. Item Nomor 18 dengan r hitung 0,943 $>$ r tabel 0,344 = Valid
19. Item Nomor 19 dengan r hitung 0,865 $>$ r tabel 0,344 = Valid
20. Item Nomor 20 dengan r hitung 0,914 $>$ r tabel 0,344 = Valid
21. Item Nomor 21 dengan r hitung 0,834 $>$ r tabel 0,344 = Valid
22. Item Nomor 22 dengan r hitung 0,982 $>$ r tabel 0,344 = Valid
23. Item Nomor 23 dengan r hitung 0,922 $>$ r tabel 0,344 = Valid
24. Item Nomor 24 dengan r hitung 0,953 $>$ r tabel 0,344 = Valid
25. Item Nomor 25 dengan r hitung 0,953 $>$ r tabel 0,344 = Valid
26. Item Nomor 26 dengan r hitung 0,931 $>$ r tabel 0,344 = Valid
27. Item Nomor 27 dengan r hitung 0,916 $>$ r tabel 0,344 = Valid

Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	33	100,0
	Excluded ^a	0	,0
	Total	33	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,992	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	56,88	467,985	,959	,991
Item_2	56,94	477,059	,811	,992
Item_3	56,94	469,871	,856	,992
Item_4	56,73	462,705	,943	,991
Item_5	56,91	471,648	,831	,992
Item_6	56,97	473,780	,799	,992
Item_7	56,91	467,835	,833	,992
Item_8	56,94	474,934	,789	,992
Item_9	56,88	471,047	,915	,992
Item_10	57,00	464,750	,915	,992
Item_11	56,82	462,278	,942	,991
Item_12	56,82	461,716	,988	,991
Item_13	56,88	468,672	,864	,992
Item_14	56,88	469,297	,922	,992
Item_15	56,82	460,028	,965	,991
Item_16	56,88	469,485	,917	,992
Item_17	56,82	461,716	,988	,991
Item_18	56,85	466,820	,938	,992
Item_19	56,85	467,445	,853	,992
Item_20	56,97	467,155	,907	,992
Item_21	56,91	473,273	,823	,992
Item_22	56,88	462,797	,981	,991
Item_23	56,85	462,508	,914	,992
Item_24	56,76	465,377	,949	,991
Item_25	56,88	466,860	,949	,991
Item_26	56,79	467,985	,925	,992
Item_27	56,85	462,758	,909	,992

Dari data di atas diperoleh output nilai Alpha sebesar 0,992 yang akan dibandingkan dengan dengan nilai r tabel. R tabel dicari pada signifikansi 0,05 dengan uji 2 sisi dengan jumlah data (n) = 33 orang, maka di dapat r tabel sebesar 0,344. Oleh karena nilai $r = 0,992 > r \text{ tabel} = 0,344$ maka dapat disimpulkan bahwa item-item pertanyaan tersebut adalah reliabel. Atau dengan kata lain bahwa instrumen (item-item pertanyaan dalam kuisisioner tersebut dapat dipercaya sebagai alat ukur dalam penelitian).

Untuk nilai reliabilitas jika semakin mendekati 1,00 dapat dikatakan skala tersebut memiliki reliabilitas yang tinggi, sedangkan semakin mendekati 0, berarti makin rendah reliabilitasnya. Berdasarkan tabel diatas dapat kita ketahui nilai koefisien reliabilitas sebesar 0,992 (mendekati angka 1) sehingga item-item pertanyaan tersebut bisa dikatakan reliabel.



Appendix 5. Lembar Validasi Kuesioner

**LEMBAR VALIDASI
ANGKET (KUESIONER)
KUESIONER MOTIVASI SISWA
MEMBACA BAHASA INGGRIS**

Petunjuk:

- a) Untuk memberikan penilaian terhadap format angket/ kuesioner tentang Motivasi siswa membaca bahasa inggris Bapak/Ibu cukup memberikan tanda ceklis () pada kolom yang disediakan.
- b) Aspek-aspek yang dinilai sebagai berikut:
 - 1. Keterkaitan indikator dengan tujuan
 - 2. Kesesuaian pernyataan/ pertanyaan dengan indikator yang diukur
 - 3. Kesesuaian antara pernyataan/ pertanyaan dengan tujuan
 - 4. Bahasa yang digunakan baik dan benar.
- c) Angka-angka yang terdapat pada kolom yang dimaksud berarti:
 - 0 = tidak valid
 - 1 = kurang valid
 - 2 = cukup valid
 - 3 = valid
 - 4 = sangat valid
- d) Huruf-huruf yang terdapat pada kolom yang dimaksud berarti:
 - A = dapat digunakan tanpa revisi
 - B = dapat digunakan dengan revisi sedikit
 - C = dapat digunakan dengan revisi sedang
 - D = dapat digunakan dengan revisi banyak sekali
 - E = tidak dapat digunakan

NO. ITEM	ASPEK YANG DINILAI																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1					✓					✓					✓					✓
2					✓					✓					✓					✓
3					✓					✓					✓					✓
4					✓					✓					✓					✓
5					✓					✓					✓					✓
6					✓					✓					✓					✓
7					✓					✓					✓					✓
8					✓					✓					✓					✓
9					✓					✓					✓					✓
10					✓					✓					✓					✓
11					✓					✓					✓					✓
12					✓					✓					✓					✓
13					✓					✓					✓					✓

NO. ITEM	ASPEK YANG DINILAI																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
14					✓					✓					✓					✓
15					✓					✓					✓					✓
16					✓					✓					✓					✓
17					✓					✓					✓					✓
18					✓					✓					✓					✓
19					✓					✓					✓					✓
20					✓					✓					✓					✓
21					✓					✓					✓					✓
22					✓					✓					✓					✓
23					✓					✓					✓					✓
24					✓					✓					✓					✓
25					✓					✓					✓					✓
26					✓					✓					✓					✓
27					✓					✓					✓					✓

Penilaian Angket Secara Umum

URAIAN	A	B	C	D	E
Penilaian secara umum terhadap format angket/kuesioner tentang:		✓			

Saran-saran:

Beberapa pertanyaan questionnaire silakan direvisi berdasarkan catatan yang saya berikan, hanya pada penggunaan bahasa dalam mengait bahasaakan saja.

Malang, 7 Mei 2015

Validator



(IVE Emaliana, M. Pd)

Appendix 6. Surat Permohonan Ijin Penelitian dari Fakultas Ilmu Budaya



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Veteran, Malang 65145 Indonesia

Telp. (0341) 575875 (direct), Fax. (0341) 575822 (direct)

E-mail: fib_ub@ub.ac.id http://www.fib_ub.ac.id

Nomor : UN10.12/AK/2015

Lampiran

Perihal : Permohonan Ijin Penelitian

Yth. Kepala Kantor Kesatuan Bangsa Politik dan Linmas
Jl. Mustari 6
Kota Batu

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara :

Nama : Siti Wahidatun Musyarofah
NIM : 115110507111021
Semester : 8 (delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

Diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul "EFL STUDENTS' READING MOTIVATION ACROSS DIFFERENT GENDER AT SMKN 1 BATU".

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiaannya dan hanya digunakan untuk pencapaian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Dr. Ratya Anindita, M.S., Ph.D

NIP. 19610908 198601 1 001

Tembusan:

Yth. Kepala Sekolah SMKN 1 Batu
Jl. Bromo No. 11 Batu

Appendix 7. Surat Ijin Penelitian dari Dinas Pendidikan Kota Batu



PEMERINTAH KOTA BATU
DINAS PENDIDIKAN
 (EDUCATION OFFICE)

Jl. Bukit Berbunga No. 13 Telepon / Faksimile (0341) 511665
BATU 65317

Batu, 26 Maret 2015

Nomor : 072/1706/422.101/2015 Yth. Kepada
 Sifat : Penting Kepala SMK Negeri 01 Batu
 Lampiran : -
 Hal : **IJIN PENELITIAN** di

BATU

Berdasarkan surat dari Kantor Kesatuan Bangsa dan Politik Kota Batu
 Nomor : 072/424/422.207/2015 tanggal 17 Maret 2015 Perihal Ijin Penelitian
 kepada:

Nama : **SITI WAHADATUN MUSYAROFAH**
 NIM : 11511050711021
 Jurusan : Pendidikan Bahasa Inggris
 Fakultas/ Universitas : Ilmu Budaya/Universitas Brawijaya Malang
 Alamat : Jl. Veteran Malang
 Tema/ Judul : **EF Students Reading Motivation Acroos
 Different Gender At SMKN 1 Batu**
 Data yang dicari : Penelitian Skripsi
 Waktu : 01 April 2015 s/d 01 Juni 2015
 Lokasi : SMK Negeri 01 Batu

Pada prinsipnya kami tidak keberatan memberikan ijin untuk pelaksanaan
 rekapitulasi data tersebut dengan catatan :

1. Harus mematuhi tata tertib yang ditetapkan oleh tempat Penelitian;
2. Tidak mengganggu kegiatan di tempat penelitian;
3. Selesai Penelitian harap membuat laporan tertulis kepada Kepala Dinas Pendidikan Kota Batu.

Demikian agar dipergunakan sebagaimana mestinya.

A. n. KEPALA DINAS PENDIDIKAN
 KOTA BATU
 Sekretaris

MD. FORKAN, S.Pd, SE, SH, MM, MH

Pembina Tingkat I
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Tembusan :
 Yth. Sdr. Dekan Fakultas Ilmu Budaya
 Universitas Brawijaya Malang

Appendix 8. Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Siti Wahidatun Musyarofah
2. NIM : 115110507111021
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Pendidikan
5. Judul Skripsi : EFL Students' Reading Motivation at SMKN 1 Batu
6. Tanggal Mengajukan : 18 / Februari / 2015
7. Tanggal Selesai Revisi : 22 / Februari / 2016
8. Nama Pembimbing : Ive Emaliana, M.Pd

Keterangan Konsultasi

No.	Tanggal	Materi	Pembimbing	Paraf
1	18/02/2015	Pengajuan judul skripsi	Ive Emaliana, M.Pd	
2	04/03/2015	Pengajuan & konsultasi Bab I, II, III	Ive Emaliana, M.Pd	
3	10/03/2015	Konsultasi & revisi Bab I, II, III	Ive Emaliana, M.Pd	
4	13/03/2015	Revisi judul & revisi Bab I, II, III	Ive Emaliana, M.Pd	
5	24/03/2015	Konsultasi & revisi Bab I	Ive Emaliana, M.Pd	
6	06/04/2015	Konsultasi & revisi Bab I, II, III, acc Seminar Proposal	Ive Emaliana, M.Pd	
7	22/04/2015	Konsultasi kuesioner penelitian	Ive Emaliana, M.Pd	
8	07/05/2015	Validasi kuesioner penelitian	Ive Emaliana, M.Pd	
9	01/12/2015	Konsultasi & revisi Bab I, II, III, pengajuan Bab IV	Ive Emaliana, M.Pd	
10	11/12/2015	Konsultasi & revisi Bab I, II, III, IV, pengajuan Bab V, VI	Ive Emaliana, M.Pd	
11	14/12/2015	Konsultasi & revisi Bab I, II, III, IV, V, VI	Ive Emaliana, M.Pd	
12	28/12/2015	Konsultasi & revisi Bab I, II, III, IV, V, VI	Ive Emaliana, M.Pd	
13	31/12/2015	Konsultasi & revisi Bab IV, V, VI	Ive Emaliana, M.Pd	

No.	Tanggal	Materi	Pembimbing	Paraf
14	04/01/2016	Konsultasi dan Revisi Bab IV, V, VI	Ive Emaliana, M.Pd	
15	7/01/2016	Konsultasi dan Revisi Bab V, VI, acc Seminar Hasil	Ive Emaliana, M.Pd	
16	02/02/2016	Konsultasi dan Revisi Bab II, VI	Ive Emaliana, M.Pd	
17	15/02/2016	Konsultasi & revisi Bab I, II, III, IV, V, VI, acc Ujian Skripsi (Kompre)	Ive Emaliana, M.Pd	
18	08/03/2016	Konsultasi dan Revisi Bab I, II, III, IV, V, VI, acc penjuridlan skripsi	Ive Emaliana, M.Pd	

Telah dievaluasi dan diuji dengan nilai:



Malang, 22 Februari 2016

Dosen Pembimbing

Mengetahui,
Pembantu Dekan 1
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