THE RELATIONSHIP BETWEEN READING MOTIVATION AND READING COMPREHENSION AT VOCATIONAL HIGH SCHOOL

Kinesti Arining Tyas

University of 17 August 1945 Banyuwangi, 68416

Corresponding Author Email: Kinestiariningtyas17@gmail.com

ABSTRACT

This study aimed to find out the relationship between reading motivation and reading comprehension in a foreign language. This research was carried out at vocational high school, with are 99 students of the tenth grade in vocational high school that were randomly selected from five majors: automation and officer governance (OTKP), accounting a nd financial institutions, online business and marketing, culinary, and computer and network engineering. Data were collected through distributing questionnaire and reading comprehension test. Foreign Language Motivation Reading Questionnaire (FLMRQ) was employed to find out students‟ reading motivation in English and reading comprehension test to find out scores‟ students. The findings, there is no correlation because they have motivation to read in English but their motivation does not run well. Their motivation is not implemented because students‟ ability to read in English is lack or in other words they do not master many English vocabularies. It is seen from the average value of their reading comprehension test is low (56.00) but result of reading motivation is high (72.45).

Keywords: reading motivation, reading comprehension, FLMRQ, relationship

INTRODUCTION

Reading is the activity of perception, analysis, and interpretation by the reader to obtain messages written by the author. Reading is the window of the world. Therefore, reading is a very important skill for everyone, especially for students. But reading English books is obviously very challenging and it needs special effort as well as determination to do so for many EFL (English as a Foreign Language) students.

In learning English, there are some aspects to master. Reading is one of the important aspects together with speaking, listening, writing, and grammar. Reading can be done anytime and anywhere like: at home, at school, the park or any other places. Wigfield et al. (2004) said reading is an activity that often involves choices. Karabuga and Kaya (2013) argued that reading is a troubleshooting process to understand the meaning of the text not just words but also other aspects such as ideas, information, claims and arguments in a text. Students who want to learn English should continue to practice regularly to improve their understanding especially about vocabulary, grammar, speaking, listening and writing. But reading is an activity or activity that is difficult to do. Because to read, especially reading books in English requires a high motivation.

Motivation is the heart of the learning process, as well as the forces that can support students in learning activities to achieve certain goals, in this case is the reading

comprehension. Reading motivation is motivational impulse to read so that the emergence of interest to continue reading that especially for EFL (English Foreign Language) students in reading books based on English.

According to Wigfield & Guthrie (1995), the important thing is that when children believed they can be competent and get the benefit of reading, they should be more inclined to engage in reading but they should not be involved in it if they do not intend to do so. Here, the researcher focuses on three kinds of motivation, namely intrinsic motivation, extrinsic motivation and reading efficacy. Intrinsic motivation is the desire of students to read without any external factors. Extrinsic motivation refers more to doing but only because it is the element to gain recognition and value. Reading-efficacy is that children believe they are competent and efficacious in reading, and they should be more inclined to engage in reading. To know the students" reading motivation the researcher gives the questionnaire to the respondents. They will be discussed further.

Reading is one way to improve English, but for most students it is difficult to understand English text. Reading comprehension refers to the students understanding of meaning of written text correctly. This is because students" only have few vocabularies and not all the vocabulary in English reading can be understood directly. There are always words that are hard to understand even the first time we hear. Usually students will find it difficult to understand it and eventually they give up. Pigada & Schmitt (2006) said that gaining vocabulary by reading is easy if using short reading text. Alessi & Dwyer (2008) argued that, by giving a vocabulary first before reading can make the reader more easily understand the text. When students find it difficult and on the other hand they need to understand the meaning of the word, the students try to find the meaning of the word. This process is done by searching it in an English dictionary or asking people who know it.

In this research, reading comprehension focuses on literal and inferential information using descriptive text. Descriptive text is a text that describes something, such as a person, an animal, an object, or a place, in detail or in full. The researcher will give test to students by giving them literal and inferential information. Literal information is an understanding of information and facts directly expressed in the text. It is recognized as the first and most basic level of understanding in reading. Students can use literal literacy skills to find information more efficiently. Inferential information is the ability to process written information and understand the underlying meaning of the text. The researcher used literal and inferential information to answer questions. Literal question is the question which students can find the answer directly from the text. Inferential question is the question where text does not directly tell students about answers, but they can find the answer by considering clues of the text, students" experience and also their prior knowledge.

Vocational High School (SMK) is one form of a formal education unit that provides vocational education at secondary education level as a continuation of junior high school (SMP/MTs) or other similar. In vocational schools there are so many Skills Programs. The school where the study was conducted have five majors: automation and officer governance, accounting and fincancial institutions, online business and marketing, culinary, and computer and network engineering. This study aims to investigate whether or not there is a relationship between reading motivation and reading comprehension.

Reading motivation is motivational impulse to read so that the emergence of interest to continue reading that especially for EFL (English Foreign Language) students in reading books based on English. Wigfield, et al. (2004) said reading is an activity that often involves choice. Although the reader has strong cognitive skills but may not spend much time reading if he or she is not motivated to read. Reading motivation is an important area for further exploration because teachers can use their understanding of reading motivation to improve student motivation or, if necessary, avoid low reading motivation and find other ways to

improve reading outcomes. Mori (2002) refers that motivating students to continue reading books in English can strengthen students to keep reading. Students' reading ability can increase all their listening, writing, and speaking skills. Dornyei (1994) stated that learners who have a great interest in learning English, they will be motivated to master it not only to get the minimum working knowledge.

According to Wigfield & Guthrie (1995), the goal of reading motivation is more referring to "how I do it so I can be like that", "what should I learn". It means that someone who has the reading motivation will be to act/learn as desired to achieve as what they want. Ridgway (2003) argued that reading styles and also reading attitudes can influence students to get used to reading. The increase in students' attitudes towards reading in English and motivate them to continue to read, it is possible to improve their English language skills. Nishino (2007) said that students should stop reading if they do not find an interesting book, and reading for pleasure. Students can stop reading when they do not find the books they want to read or even when they find interesting reading but feel they do not want to read or have no passion for reading. Sandom (2017) said that the key to successful development of successful reading is to maintain a commitment to continuous reading. Especially reading books in English, students are expected to have a strong commitment to continue reading in order to their reading fluency and understanding reading. In learning English, students not only read English textbooks, but students can also read other books such as novels, magazines, or newspapers in English. Takase (2007) argued if extensive reading is implemented in English lessons then students can experience greater happiness in reading English and acquiring more natural English and with greater speed. In Beglar & Hunt research (2014) that lower-level simplified text is more effective than the simplified text of a higher level, which means that reading that has a vocabulary often used by students is more easily understood.

According to Wigfield and Guthrie (1997) in reading motivation there are three categories with eleven components. The first category is Competence and Reading Efficacy. It intends on individual beliefs about their abilities consisting of reading efficacy, reading challenge, reading work avoidance. The second category is Achievement Values and Goals derived of intrinsic motivation and extrinsic motivation in reading. Intrinsic motivation engages reading curiosity, reading involvement, importance of reading. Extrinsic motivation engages competition in reading, reading recognition, reading for grades. The third category is Social Aspects of Reading. In this category relates to social reasons for reading, reading compliance. Here, the researcher focuses on three kinds of motivation, namely intrinsic motivation, extrinsic motivation and reading efficacy.

Intrinsic motivation in reading motivation is the desire of students to read without any external factors. The reward is the satisfaction of the reading activity itself, the positive emotions that accompany reading engagement. Reiss (2012) said intrinsic motivation is "doing something for its own sake" for no reason other than because that is what he or she wants to do. Wigfield, et al. (2004) argued when individuals are intrinsically motivated, they complete activities for their own interests. Their motivation comes from within themselves rather than from external sources. Students that have high confidence in reading are more likely to be intrinsically motivated to read. Ryan & Deci (2000) defined that intrinsic motivation is doing an activity for inherent satisfaction rather than for some detrimental consequences. When intrinsically motivated, students can be reading for pleasure or challenges rather than external influences, pressures, or rewards. According to Vallerand et al. (1992) in intrinsic motivation there are several constructions: exploration, curiosity, learning objectives, intrinsic intellect, and ultimately intrinsic motivation to learn. Thus, intrinsic motivation can be defined as the fact of doing an activity for pleasure and

satisfaction experienced by a person while learning, exploring, or trying to understand something new.

Extrinsic motivation refers more to doing but only because it is the element to gain recognition and value. Reiss (2012) said extrinsic motivation is doing something that refers to the pursuit of a particular goal. Wigfield, et al. (2004) argued when motivated extrinsic, individuals perform activities to receive some benefits, such as rewards. Their motivation comes from what they will receive to do the activity rather than from the activity itself. Ryan & Deci (2000) defined that extrinsic motivation is a related construction whenever an activity is performed to achieve an inseparable outcome. Extrinsic motivation is in contrast with intrinsic motivation, which refers to doing activities only to enjoy the activity itself, rather than its instrumental value. For example, the student does his homework only because he is afraid of parental sanctions. The student's extrinsic motivation is because he does his homework to avoid sanctions. The behavior of extrinsic motivation must be requested externally, the person is likely to be willing to do what is asked if his or her behavior is respected by others, whether it is family, peer group, or community.

According to Dornyei (1994) the individual's judgment of his ability to perform certain actions is called self-efficacy. Self-efficacy theory refers to people's judgment about their ability to perform certain tasks, and, therefore, their sense of efficacy will determine their choices of the activities they try, as well as their aspiration level, the amount of effort they are given, and the persistence shown. According to Wigfield and Guthrie (1997) the most important thing in self-efficacy for reading motivation is that when children believe they are competent and efficacious in reading, they should be more inclined to engage in reading. In self-efficacy there are two aspects. The first is reading efficacy, the belief that one can succeed in reading, and reading challenges, the satisfaction of mastering or assimilating complex ideas in the text. Kucukoglu (2013) said that in self-efficacy determines how people feel, think, motivate themselves and behave. Because if our self-efficacy exists, then we will think to motivate ourselves to be what our want, not only in our mind but our behavior will also work to achieve it as desired. Yogurtcu (2013) stated that people who have self-efficacy believe to be success in education. Self-efficacy is similar to self-confidence, since it has the goal of achieving and performing competent tasks but only self-confidence is used in a general sense. Self-efficacy refers to personal judgment in considering the ability of a person to organize and apply behavior in certain situations that contain unpredictable or stressful elements. Therefore, confidence is very important for students to do anything. When individuals have positive beliefs about an activity and think they can perform activities effectively, and have learning and goals, they should do better on their activities and choose to do it further.

Reading is one of the skill that students will practice and study in learning process. Alyousef (2005) stated that reading is an interactive process between the reader and the text that leads to automatically or reading fluency. In this process, the reader communicates automatically with the text as he tries to derive the meaning of the text. It means, to transfer information from written text to the readers. Reading comprehension is the process of understanding the meaning of the text through students' knowledge. Meneghetti, Carretti, & Beni (2006) said that reading comprehension is a complex cognitive ability demanding capacity to increase the understanding of information in the text through student knowledge and make description more clearly. It means that reading comprehension is the ability to process the information we have read and understand its meaning. In reading comprehension there is literal and inferential information. Literal information is understood the meaning of the text appropriate what the writer write. Inferential information is understood the meaning of all the text but the meaning there is not in the text. In this research, reading comprehension focuses on literal and inferential information and the type of text used is descriptive text.

Literal information is an understanding of information and facts directly expressed in the text. The researcher develops the question that can be answered by using literal information. Literal question is a question in which readers can find the answer directly from the text. Day & Park (2005) stated that literal question can be answered directly and explicitly from the text. Literal questions require concrete and straightforward answers. The answer to a literal question is always a fact, and there is always one right answer. In reading comprehension practice, answers to literal questions can always be found in the text. Answers to literal questions may explain who, what, when or where. The question literally asks for specific and confirmed answers and is therefore approved by many people.

Inferential information is the determination of what the text means. This information is to define a deep meaning and not explicitly stated. The researcher develops the question that can be answered by using inferential information. Inferential questions require answers that require context guidance. Inferential questions are difficult to answer because they can have more than one correct answer. In reading comprehension exercises, answers to inferential questions cannot be found in the text, but they are supported by evidence in the text. Answers to inferential questions explain why and how. Zucker et al. (2010) stated that inferential questions requires children to use their language skills to conclude or abstract information by concluding or analyzing, as it happens when a teacher asks a child to predict what is possible about a book. Inferential questions ask for the answers you get by collecting background information and finding conclusions without allowing your own opinions to color the answer.

The study of relationship between reading motivation and reading achievement is currently highlighted by various studies. So, the researchers include some previous research which can be a reference for this research. First, in Schaffner et al. (2013) research about reading amount as a mediator of the effects of intrinsic and extrinsic reading motivation on reading comprehension with 159 (95 boys, 64 girls) fifth-grade elementary students from nine different classrooms within five different urban schools in Germany. The researcher defined that intrinsic reading motivation has a positive correlation with reading comprehension rather than with extrinsic motivation. This positive intrinsic positive relationship is surpassed by girls rather than boys. Also, at the value of comprehension, girls have a higher value than boys. All the indirect effects of reading motivation were significant with reading comprehension.

The second, in Olmez's (2015) research about an investigation into the relationship between L2 reading motivation and reading achievement with 114 new students enrolled in the English Teaching department. The researcher found that there was no relation between L2 reading motivation and reading achievement. In his research, the new students (participants) of English teaching department were motivated to read in English only because of the linguistic usefulness of the text, followed by their extrinsic value, intrinsic value, and the not effectiveness of their respective reading. The students prefer to read English texts as they are in an effort to contribute to their language development. In the context of foreign language learning, this is a promising finding that the goal intended for reading in foreign language education is the development of language, rather than reading for pleasure.

METHOD
Research Design
Research design refers to a strategy or framework that has been selected for use in collecting, measuring and analyzing data to find answers to research problems. This research uses correlation method. Correlation is a statistical test to determine trends or patterns for two (or more) variables or two sets of data to vary consistently (Cresswell, 2012). There are two variables in this research. The first variable is students" reading motivation as independent

variable and the second is students" reading comprehension. In addition, the purpose of this research is to find out the degree of relationship between the tenth grade students" reading motivation and students" reading comprehension achievement at vocational high school.

The procedure in conducting of the research is following these steps:
1. Determining the sample of research
2. Giving questionnaire to the tenth grade students" and giving test of reading comprehension
3. Analyzing the scores by using Pearson Product Moment through SPSS

Participants

The population of the research is students of vocational high school in Banyuwangi. The number of population is 394 students. Due to administrative and academic consideration the samples of the research participants are only the tenth grade students of major: automation and office governance, financial accounting institutions, online business and marketing, culinary, and computer and network engineering. The participants are randomly selected from 11 classes into proportional sample: the 25% participants from each class were selected. The total of participants is 99 students.

Data collection method

Motivation Reading Questionnaire (MRQ) was originally developed by Wigfield and Guthrie (1997) to assess different aspects of students' reading motivation. In 2002, Mori redefined the motivation to read the questionnaire in the context of EFL which aims to understand what the motivation of reading students and explore the construct of motivation in reading foreign languages. Takase (2007) investigated students' motivational relationships in L1 and L2. In his research L1 is reading Japanese and L2 books to read books in English. However, the intrinsic motivation of an enthusiastic English reader is limited to reading L2 and does not extend to their L1 reading habits.

The use of questionnaires was decided as it was an efficient tool to save time, effort, financial resources, easy to set up and quick to manage while collecting data from population/sample participants (Dornyei, 1994). In this study, researcher used a combination of questionnaires from three previous researchers (Wigfield and Guthrie, 1997; Mori 2002; and Takase, 2007). The researcher gave a name for this questionnaire to be Foreign Language Motivation Reading Questionnaire (FLMRQ). This questionnaire consist of 30 items in 3 components that include intrinsic motivation (10 items), extrinsic motivation (10 items), and reading efficacy (10 items).

Participants would respond to each item on a 4 point scale, which provides the students to choose 4 possible responses ranging from 1 (very different from me), 2 (a little different from me), 3 (a little like me), and 4 (a lot like me) for positive statements and reverse for negative statements.

The questionnaire was translated into Indonesian version and validated by expert before administered to the participants, to make the participants understand clearly and ensure the validity of their responses. The results of this validation are divided into two namely: first instruction to fill in questionnaires and statements in the questionnaire. In instruction to fill in questionnaire, the procedure for completing the questionnaire has been translated into Indonesian in accordance with the original questionnaire, and the procedure of filling out the questionnaire is easy to understand. And in statements in the questionnaire, this statements has been translated to Indonesian in accordance with the original statement, this statement is easy to understand, responses to answer the questionnaire is also in accordance with the original, and the language used in the questionnaire is also easy to understand.

The researcher also used test in order to elicit the data about reading comprehension. There are five passages that followed 25 questions and these questions are in the form of multiple choices. Furthermore, the test included the indicator of reading comprehension they are: literal information and inferential information.

Data Analysis Method

The correlation to be studied is about students' reading motivation and reading comprehension. To analyze the data, first researcher present the raw value of students' reading motivation based on the questionnaires and their reading comprehension based on the reading test. Then, the researcher will analyze the correlation by using Pearson Product Moment in Statistical Package for the Social Sciences (SPSS) program.

Correlational research has a correlation coefficient level. The correlation coefficient potentially measures the degree of relationship between two variables (Cresswell, 2014). It has a range of about -1.00 + 1.00, a negative number indicates a negative relationship and a positive number indicates a positive relationship.

The table below shows the strength of the relationship, when the correlation coefficient is provided.

Table 1: Strength of Correlation

Correlation Coefficient	Strength Relationship
$\pm$ .70 - 1.00	Strong
$\pm$ .30 - .69	Moderate
$\pm$ .00 - .29	None

(Source: Creswell, 2014)

Based on the table above, shown that the highest correlation coefficient was $\pm$ 0.70-1.00. And conversely, the low correlation coefficient was $\pm$ .00-.29. The table above showed the positive correlation. In fact, there was also negative correlation. If the number of correlation coefficient was -0 so it mean there was negative correlation.

FINDINGS AND DISCUSSION
Finding of FLMRQ Analysis

Table 2: Result of FLMRQ Analysis

	N	Minimum	Maximum	Mean	Std.Deviation
INTRINSIC MOTIVATION	99	14.00	31.00	23.6364	3.71828
EXTRINSIC MOTIVATION	99	12.00	38.00	25.0101	5.39557
READING EFFICACY	99	14.00	34.00	23.8081	3.94005
Valid N (listwise)	99				

A descriptive statistics above showed that the mean score and standard deviation of each category in the questionnaire. It was calculated to observe the students" attitudes toward reading. The result in the table, the highest mean score was extrinsic motivation value of reading (M= 25.0101). Thus, students" prefer their reading comprehension in English because of some external reason. Then, the second highest mean score was reading efficacy (M= 23.8081). It can be seen that students" has feeling confidence in reading comprehension. They might believe that their selves being able to read English book or paragraph. The last is intrinsic motivation with score was (M= 23.6364), only different 0.1717 with reading efficacy. It can be stated that the motivation of reading in them is almost the same as their self-confidence in reading especially in reading English comprehension.

Finding of Reading Comprehension Test

Table 3: Result of Reading Comprehension Test Analysis

	N	Minimum	Maximum	Mean	Std.Deviation
READING COMPREHENSION	9	32.00	88.00	56.0000	12.21575
Valid N (listwise)	9				

In table 3, the descriptive statistics showed of students" reading comprehension achievement. The score of the participants were from the reading comprehension test that conducted by the researcher. The column N showed the number of participants. Then minimum (32), it indicates the lowest score of the participants while the maximum was (88). The mean score of students was 56 and the standard deviation was 12.21. So, the researchers stated that of all participants who took this test had an average score of 56, and the lowest student score was 32 and the highest was 88.

Findings of Correlation between Students' Reading Motivation and Their Reading Comprehension

A bivariate Pearson Product-Moment in SPSS was used out to examine the correlation between the scores of students reading motivation based on the questionnaire and their reading comprehension based on the reading test.

Table 4: Result of Correlation

		READING MOTIVATION	READING COMPREHENSION
READING MOTIVATION	Pearson Correlation	1	0.178
	Sig. (2-tailed)		0.078
	N	99	99
READING COMPREHENSION	Pearson Correlation	0.178	1
	Sig. (2-tailed)	0.078	
	N	99	99

Based on the result above, the statistical significance was found is p= 0.078 whereas the significance level of hypothesis test was 0.05 it means the p-values is higher than the chosen significance level. If p > 0.05. It indicates the null hypothesis is not rejected ($H_o=$ there is no significance correlation between students" reading motivation and reading comprehension). On the other hand, the coefficient correlation also found is r= 0.178. As in the previous chapter, Creswell (2014) said if the correlation between 0.00-0.29 states that there is no correlation. Therefore, it can be conclude that the result of analyzing is not correlation between students" reading motivation and reading comprehension.

Discussion

In this study, the researcher used a combination of questionnaires from three previous researchers (Wigfield and Guthrie, 1997; Mori 2002; and Takase, 2007). The researcher gave a name for this questionnaire to be Foreign Language Motivation Reading Questionnaire (FLMRQ). This questionnaire consist of 30 items in 3 components that include intrinsic motivation (10 items), extrinsic motivation (10 items), and reading efficacy (10 items). The researcher also used test in order to obtain the data about reading comprehension. There are

five passages that followed 25 questions and these questions are in the form of multiple choices.

Based on the analysis, the researcher found that there is no correlation between students‟ reading motivation and reading comprehension in vocational high shcool especially in the tenth grade. So, alternative hypothesis was not accepted or null hypothesis was rejected.

The findings of this research confirm with the findings of previous research. In previous research by Olmez (2015) said that there is no significant correlation between students‟ reading motivation scores and reading achievement scores. The scale measures the overall motivation for reading in a foreign language may not interact in students' reading comprehension because the lessons in school are more specific not to reading English book generally.

In other previous research by Takase (2007) also showed no correlation between reading motivation and reading comprehension because students lack ability in understanding English reading. Some enthusiastic Japanese readers are not motivated to read in English because of the gap between their ability to read in Japanese and English.

According to Dornyei (1994) students who have a great interest in learning English, they will be motivated to master it. But in this study, they have interested to learning English and have motivation to read in English but their motivation is not run well. The researcher assumed why their motivation is not implemented because students‟ ability to read in English is lack or in other words they do not master many English vocabularies. So, when students read English book, they cannot understand the content. It can be seen from the average value of their reading comprehension test is low (56.00) but result of reading motivation is (72.45). This assumption was also supported by other motivational studies (Suharti, 2012; Wulandari, 2017) said that students have the desire or motivation in reading English but the feeling is not well done because their ability to read English is very weak, and students did not master many English vocabularies.

The finding of this research shows that there is no correlation between students‟ reading motivation and their reading comprehension may be caused by some factors. The first is about the use of questionnaire to collect the data, and the second is about the use of reading comprehension test to collect the reading score. According to Sukardi (2012) questionnaire is statement used to obtain information from the respondent. Furthermore, the use of questionnaire was easy and quick in gathering data. It can be used to collect data from large group or population, the used of time is relatively flexible in accordance with the time given by the researcher. However, the weakness of questionnaire exists in this research. The researcher could not control if the students were willing to answer the questionnaire honestly, so the result of the questionnaire may not provide the valid responses. It can make the questionnaire score of participants influenced the measure of correlation. Beside that, the scales of the questionnaire to measure students' reading motivation became one of the weaknesses in this study because the statement in this questionnaire contained negative statements that made students wrong or confused when students answering.

In this research, the researcher used multiple choice test to collect score of reading comprehension test. According to Nitko (2007) multiple choice tests are items or assignments whose answers are chosen from more than two alternatives. Thus, correcting the results of the multiple choice item is much easier and faster than other forms. The weakness is students just guess the right answer without reading and understand the questions.

CONCLUSION

Based on the result of the research, it can be concluded that there was no any significant correlation between students‟ reading motivation and their reading comprehension

of tenth grade students. First, the score of students" reading motivation and their reading comprehension has no correlation, the coefficients correlation (r) was 0.178; second, the significance value of the research (p) was 0.078 is higher than 0.05, it means the null hypothesis is rejected. In this study there is no correlation because they have motivation to read in English but their motivation is not run well. Their motivation is not implemented. Students" ability to read in English is lack or in other words they do not master many English vocabularies. So, when students read English book, they can understand the content. It is can be seen from the average value of their reading comprehension test is low (56.00) but result of reading motivation is (72.45).

Based on the findings of the study, the researcher would like to offer some suggestions. First this suggestion for future research, the findings of this study show no correlation between reading motivation and reading achievement. From these results hopefully researchers can examine the factors to be able to improve students' reading motivation for reading comprehension in English and also gives clear description about the correlation so they can compare the future research. Second this suggestion for English teacher, hopefully English teachers can find a way so that students can be motivated and can understand reading especially in English.

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