

REFERENCES

- Ames, C. (1992), Classrooms: Goals, strictures, and student motivation. *Journal of Educational Psychology*, 84, 261-271.
- Arikunto, S. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Penerbit Rineka Cipta
- Atkinson, J. W., & Raynor, J. O. (Eds.). (1974). *Motivation and achievement*. Washington, D.C.: Winston.
- Bandura, A. (1991) Self-regulation of motivation through anticipatory and self-reactive mechanisms. *Nebraska Symposium on motivation 1990*, 39. 69-164.
- Bernhardt, E.B. 1991 *Reading development in a second langauge; Theoretical, empirical, and classroom perspectives*. Norwood, NJ: Ablex
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice
- Brown, R.I.E (1987). Classical and operant paradigms in the management of gambling addictions. *Behavioural Psychotherapy*, 15, 111-122.
- Choosri. 2011. The relationship between motivation and students' English learning achievement: A study of the second – year vocational certificate level Hatyai Technical College Students. *International Conference on Humanities and Social Sciences*. Faculty of Liberal Arts, Prince of Songkla University.
- Day, R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press
- Deci, E. & R, Ryan. (1985). *Intrinsic Motivation and Self Determination in Human Behavior*. NY: Plenum Press.
- Hafiz, F.M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43, 4-13

- Hall, C. 2005. *The relationship between extrinsic/ intrinsic motivation and language learning strategies among college students of English in Taiwan*. Ming Chuan University
- Hatch, E. and Farhady, H. 2002. *Research Design and Statistics for Applied Linguistics*. Rowley, Massachusetts: Newburry House Publishers. Inc.
- Heckhausen, H., & Kuhl, J. (1985). From wishes to action: The dead ends and short cuts on the long way to action. In M. Frese & J. Sabini (Eds.), *Goal-directed behavior: The concept of action in psychology*. Hillsdale, NJ: Lawrence Erlbaum.
- Hedge, T. (2003). *Teaching & learning in the language classroom*. UK: OUP.
- Gardner. R. C. (1985). *Social psychology and second language learning*. London: Edward Arnold
- Gardner, R. & W, Lambert. (1972). Attitudes and Motivation in Second Language Learning. *Rowley, Mass: Newbury House*.
- Grabe, William. (1991). Current developments in second language reading research. *TESOL Quarterly*. 25 (3): 375-406.
- Guthrie, J. T., Van Meter, P., McCann, A., Wigfield, A., Bennett, L., Poundstone, C, Rice, M. E., Faibisch, F., Hunt, B., & Mitchell, A. (1996). Growth in literacy engagement: Changes in motivations and strategies during concept oriented reading instruction. *Reading Research Quarterly*, 31, 306-325.
- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scaffiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96, 403-423.
- Kuhl, J. (1987). Action control: The maintenance of motivational states. In F. Halish & J. Kuhl (Eds.), *Motivation, intention, and volition* (pp. 279-291).Berlin: Springer.
- Li, P. & Pan, G. 2009. The relationship between motivation and achievement -A Survey of the Study Motivation of English Majors in Qingdao Agricultural University. *Journal English Language Teaching*. Vol. 2, No. 1.
- Locke, E.A. & Latham, G.P. (1994). *Goal setting theory*. In O'Neil, H. F. & Drillings, M. (Eds.), *Motivation: Theory and research* (pp. 13-29). Hillsdale, NJ: Lawrence Erlbaum Associates
- Nuttall, C. 1985. *Teaching Reading Skill in a Foreign Language*. British Library Cataloguing in Publication Dat. London. 235 pages.

- Nicholls, J., Cheung, P., Lauer, J. & Patachnick, M. (1989). *Individual differences in academic motivation: Perceived ability, goals, beliefs, and values*. Learning Individual Differences, 1, 63-84.
- Qin, X. & Wen, Q. (2002). Internal Structure of EFL Motivation at the Tertiary Level in China. *Foreign Language Teaching and Research*, 34, 51-58.
- Qin, X. (2003). *Quantitative Analysis in Foreign Language Teaching and Research*. Wuhan: Huazhong University of Science and Technology Press.
- Pintrich, P.R., & Schunk, D.H. (2002). *Motivation in education: Theory, research, and applications* (2nd ed.). Upper Saddle River, NJ: Prentice Hall
- Renninger, K. A. (1992). *Individual interest and development: Implications for theory and practice*. In K. A. Renninger, S. Hidi & A. Krapp (Eds.). The role of interest in learning and development (pp. 361-396). Hillsdale, NJ: Erlbaum
- Rismars. 2001. *The correlation of students' motivation and language learning strategies on their reading comprehension achievement at the second year students of SMAN 1 Bandar Lampung*. Bandar Lampung: Universitas Lampung Press (Unpublished)
- Ryan, R. M., & Deci, E. L., (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*.
- Schallert, D-L.. & Reed. J.H. (1997). The pull of the text and the process of involvement in reading, in J.T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction* (pp. 68-85). Newark, DE: International Reading Association.
- Schiegele, U. (1996). Topic interest, text representation, and quality of experience. *Contemporary Educational Psychologist*, 26, 233-262.
- Setiyadi, Ag. B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta, Indonesia : Graha Ilmu
- Suparman, U. 2007. *Reading Strategies of English as a Foreign Language (EFL)*. Ciputat Tangerang Selatan, Indonesia: Matabaca Publisher
- _____. 2010. *Psycholinguistics the Theory of Language Acquisition*. Bandung, Indonesia: Arfino Raya
- Tim Guru, 2011, “ *Kartika, Pegangan Guru Bahasa Inggris VIII Semester 2*”, Jakarta : Prima
- Universitas Lampung, 2009. *Pedoman penulisan Karya Ilmiah Universitas Lampung*. Bandar Lampung: Universitas Lampung Press

Unrau, N., & Schlackman, J. 2006. Motivation and its relationship with reading achievement in an urban middle school. *Journal of Educational Research*, 100, 81-101.

Wigfield, A. & Eccles, J. (1992). The development of achievement task values: A theoretical analysis. *Developmental Review*, 12, 265-310.

Wigfield, A., & Guthrie, J.T. 1997. Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420-432.

Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97, 299-309.

Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: University Press.

Williams, M.1997. *Psychology for Language Teacher: A Social Constructivist Approach*. Cambridge University Press

<http://nflrc.hawaii.edu/rfl/october2002/mori/mori.html>

<http://www.beljarbahasainggrisjuk.com/contoh-soal-uas-bahasa-inggris-smp-kelas-8/#ixzz2J2NcfD5v>

<http://www.cori.umd.edu/measures/MRQ.pdf><http://link.springer.com/article/10.1007%2FBF00992251>

http://tccl.rit.albany.edu/knilt/images/7/74/Cleary_and_zimmerman.pdf

http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/wigfield_eccles00.pdf