

**THE EFFECT OF STUDENTS' LEARNING MOTIVATION AND THEIR  
LEARNING STRATEGIES TOWARDS READING SKILLS**

(A Script)

**By  
Muhammad Haris**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2016**

## **ABSTRACT**

### **THE EFFECT OF STUDENTS' LEARNING MOTIVATION AND THEIR LEARNING STRATEGIES TOWARDS READING SKILLS**

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Reading is one of the difficult language skills to learn because it needs specialized skills that include the ability to comprehend the text or to understand the writer ideas clearly and efficiently. This ability can be achieved only if a learner masters some technique such as how to determine the main idea, how to read correctly, and how to specify specific information from the text. In fact, in Indonesia, reading is considered as important part to be learned by the students in school. As stated in School Based Curriculum (KTSP), that students of senior high school are expected to be able to comprehend a written text in simple function. For this reason, students should be able to read any kind of text.

A good reader is someone who has a purpose for reading, whether it is an academic purposes or just for pleasure. A good reader is involved in a complicated thinking process as she or he reads. When students comprehend, they interpret, integrate, critique, infer, analyse, connect, and evaluate ideas in texts. They analyze multiple ideas or information not only in their heads but also in the other minds. When comprehending, students strive to process text base on word-level to get to the big picture. When comprehension is successful, students are left with a sense of satisfaction from having understood the meaning of a text.

Moreover, comprehension brings the student to a new level of active understanding and insight. It enhances language and vocabulary knowledge. Good students use a variety of comprehension strategies simultaneously and they know how to deliberately apply specific strategies to help their comprehension of texts or information.

Naturally, this study was aimed to find out the correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension. It also aimed to determine the type of learning motivation and learning strategies that possessed by most language learners and has high correlation in reading comprehension. The design of this study was quantitative research. This study was applied to 30 first grade students of SMAN 1 Seputih Agung, Lampung Tengah. The instruments used to gather the data were learning motivation questionnaire, language learning strategies questionnaire and reading comprehension test.

At last, this study found that there was a correlation between students' learning motivation and learning strategies towards reading skill in the first grade of SMAN 1 Seputih Agung in academic year 2014/2015. It was proven by the result of Independent Sample T-test between students learning motivation and reading comprehension test that showed t value = 0.219 and the two tail significance showed  $p > 0.05$  ( $p = 0.828$ ). The result of the correlation between learning strategies and reading also showed no significant correlation with the average  $r > 0,05$ . It can be concluded that students' learning motivation and learning strategies didnot significantly correlate with reading comprehension. This study also suggests that the teacher should know their learning motivation and introduce the types of learning strategies to their students in order to help the students achieve better reading skills.

**Keywords:** language learning strategies, learning motivation, reading comprehension

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**By  
Muhammad Haris**

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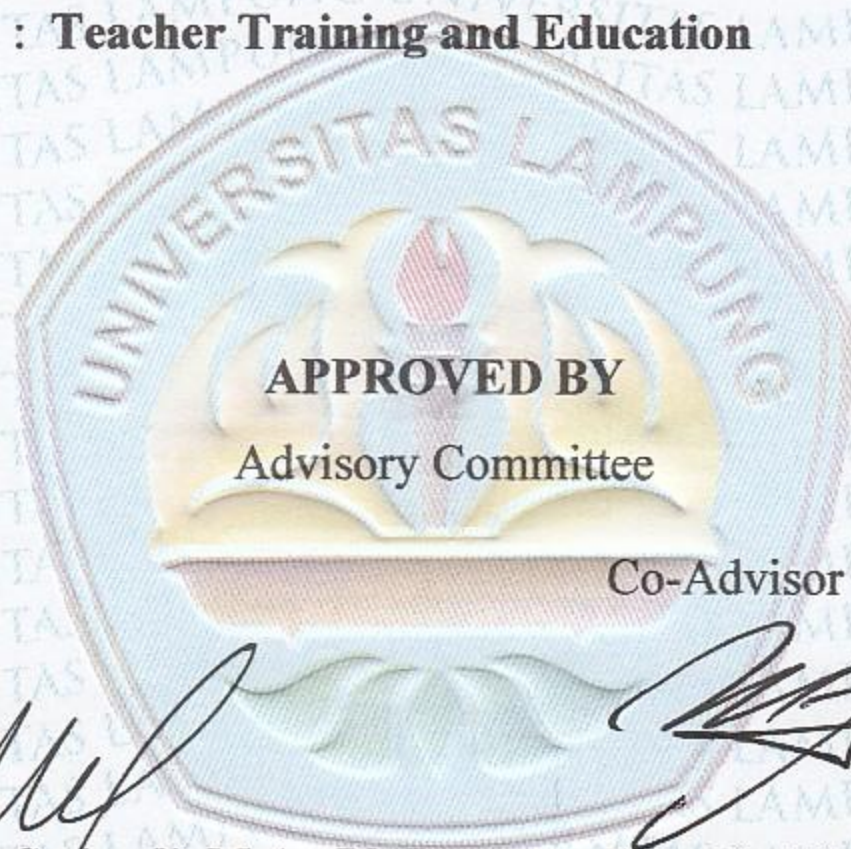
**Student's Name : Muhammad Haris**

**Student's Number : 1113042057**

**Department : Language and Arts Education**

**Study Program : English Education**

**Faculty : Teacher Training and Education**



**Advisor**

**Co-Advisor**

**Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**  
NIP 19590528 198610 1 001

**Drs. Deddy Supriyadi, M.Pd.**  
NIP 19580505 198502 1 001

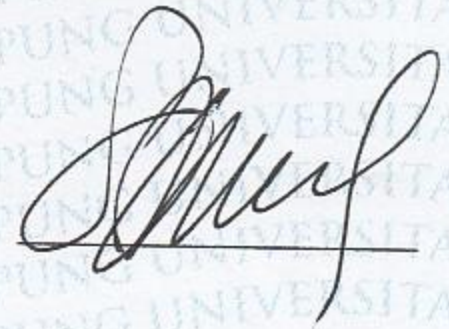
**The Chairperson of  
The Department of Language and Arts Education**

**Dr. Mulyanto Widodo, M.Pd.**  
NIP 19620203 198811 1 001

**ADMITTED BY**

**1. Examination Committee**

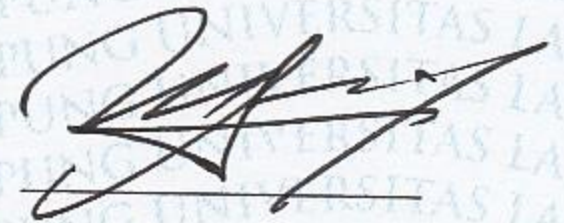
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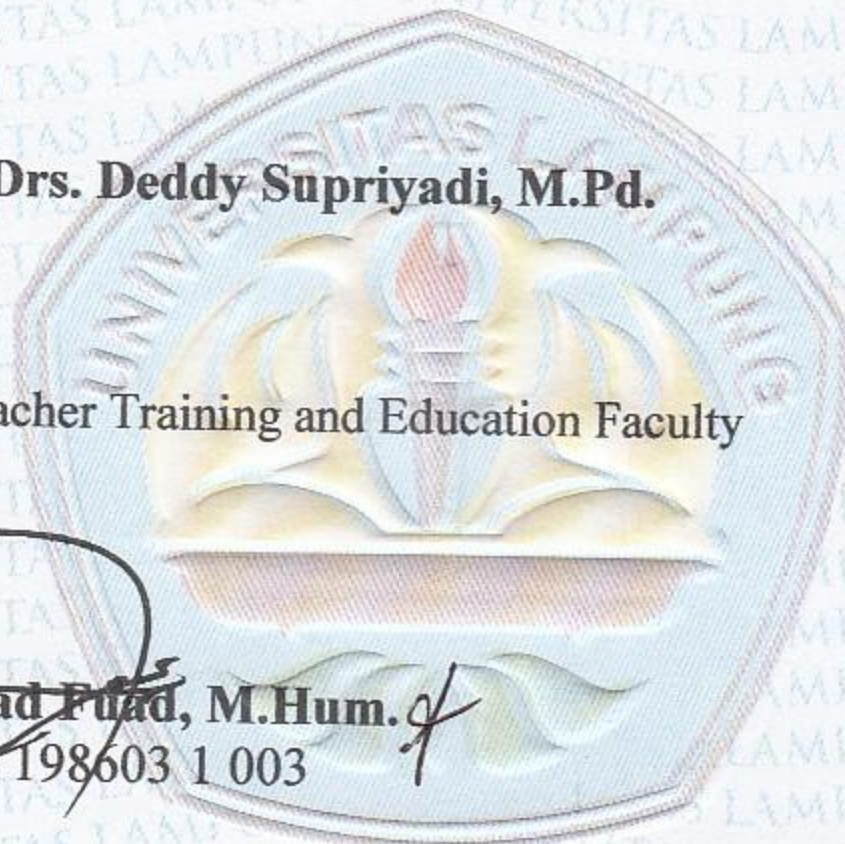
**Secretary : Drs. Deddy Supriyadi, M.Pd.**



**2. The Dean of Teacher Training and Education Faculty**

**Dr. Muhammad Fuad, M.Hum.**

**NIP 19590722 198603 1 003**



**Graduated on : January 14<sup>th</sup>, 2016**

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NPM : 1113042057  
Nama : Muhammad Haris  
Judul Skripsi : The Effect of Students' Learning Motivation and Their Learning Strategies towards Reading Skills  
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Fakultas : Keguruan dan Ilmu Pendidikan

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1113042057

## **CURRICULUM VITAE**

The script writer, Muhammad Haris, was born on November 3<sup>rd</sup>, 1993 in Palembang. He is the last child of four children from the happy couple Basturi Amir and Hasanah. He started his study at State Elementary School 3 Bandar Jaya in 1999 and graduated in 2005. Thereafter, he was enrolled as a student of State Junior High School 1 Terbanggi Besar and graduated in 2008.

In the same year, he registred at State Senior High School 1 Seputih Agung, took Social Studies as his major and graduated in 2011. Then, he entered University of Lampung and took English Education Study program as his major in Faculty of Teacher Training and Education in 2011.

In 2014, he accomplished his teaching practice program (PPL) at SMP Negeri 1 Bangkunat Belimbing in Pesisir Barat Regency. In early of his study, he joined student's organizations, those are, HMJPBS and BEM FKIP, for two years to find new experiences and learn to live in organization.



## **DEDICATION**

By offering my greatest praise and gratitude to Allah SWT  
for His never-ending bless and guidance to me,  
I proudly dedicate this script to:

My beloved parents, Basturi Amir and Hasanah

My beloved brother and sisters, Muhammad Hasri, Hasmala  
Sari, and Husniati Risa

My great Almamater, University of Lampung

**MOTTO**

*“The Lord helps those who help themselves.”*

(Benjamin Franklin in Poor Richard’s Almanac, 1757)

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Hopefully this paper can give benefits to the readers and those who want to carry out further research.

Bandar Lampung, February 2016

Muhammad Haris

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## **I. INTRODUCTION**

This chapter is concerned with some information of introduction of research used in this study. Those are background, formulation of the research questions, objectives of the research, use of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problem**

Nowadays, English becomes an important language because it is used as means of international communication. As international language, it has been generally used in various aspects of life such as in culture, economic, business, politic, sport, and social. Therefore, studying English becomes a necessity for most people in world to communicate and to get information around the world.

Usually, in many non-English speaking countries, English becomes a foreign language or second language. Specifically, in Indonesia, English is used as a foreign language which is taught formally from elementary school up to university level. This has been stated in Act of the Republic of Indonesia number 20, 2003 on National Education System, article 37 verses 1 and 2 that language is one of the compulsory subjects in elementary, secondary, and higher education curricula. In addition, the explanation in article 37, the learning material for language focuses on three

languages; those are Bahasa Indonesia, local language, and English as a Foreign Language. It means that English has been admitted as one of the foreign language subjects that should be taught in Indonesian schools.

Therefore, to master this language well, students need to learn four skills in language. They are listening, speaking, reading, and writing. From those skills, reading is one of the four skills which functions as a connection between the writer and the reader. Meanwhile the connection means that the idea or the information which the writer explains in a text and could be understood by the readers. Reading without comprehension or understanding is not reading. Many students can pronounce words fluently but when they are asked what they have just read, they are unable to respond. Although they may get high score in terms of reading rate (the ability to read with speed, accuracy, and proper expression per unit of time), they are not really good readers.

Broadly, among the four language skills taught in schools, reading is one of difficult skills to learn. This is true because it needs specialized skills that include the ability to comprehend the text or understanding the writer ideas clearly and efficiently. This ability can be achieved only if a learner masters some technique such as how to determine the main idea, how to read correctly, and how to specify specific information from the text.

Specifically, in Indonesia, reading is considered as important part to be learned by the students in school. As stated in School Based Curriculum (KTSP), that students of senior high school are expected to be able to comprehend a written text in simple function. For this reason students should be able to read any kind of English text in learning English.

Evidently, during the pre observation, there were difficulties found by students in reading activities. As the beginners in learning English, they still had many problems in determining the main ideas correctly; specify specific information, understanding vocabulary, etc. Many students of Indonesia said that learning English was difficult like math and physics. As a result, the students were not able to understanding vocabulary items, reference, inference and determining main idea of reading text.

In relation to the statement above, during my teaching practice program, those perceptions happened because their school didn't have suitable facility which could help them learn English. That bad perception of English affected their motivation in learning English, especially in reading. The wrong strategies in learning also could make them lazy to read a book, especially English book. In fact, reading is one of the most important language skills which students couldn't achieve the result sufficiently. But if the students try to know how to learn, how to use specific strategies, and how to make better study habits as a routine practice, they normally will improve these particular reading skills.

The previous research of writing achievement conducted by M. Fauzan Pratama (2015) found that the students experience difficulties in reading, especially in terms of vocabulary, determining the main idea, inference, reference, and specific information. Students often make some mistakes when determining the main ideas, specifying the information and interpreting the vocabulary. Aebersold (1997:152) states a good reader is involved in a complicated thinking process as she or he reads. When students comprehend, they interpret, integrate, critique, infer, analyse, connect, and evaluate ideas in texts. They analyze multiple ideas or information not only in their heads but also in the other minds. When comprehending, students strive to process text base on word-level to get to the big picture. When comprehension is successful, students finished with a sense of satisfaction from having understood the meaning of a text.

This condition was also found in reference to the writer's experience through Teaching Practice Program (PPL) in SMAN 1 Bangkumat Belimbing, Pesisir Barat. It was objectively observed that almost half of students from each class still obtained score under 60 in reading comprehension test. The students attained many difficulties in determined the main ideas from the text, and still weak in interpreting the vocabulary meaning.

In line with the problem above, a study conducted by M. Fauzan Pratama (2015) showed that senior high school found crucial difficulties in their reading comprehension in terms of determining the main idea, specific information, reference,

inference, vocabulary. To moderate such problems above, teacher as a facilitator should find out solution to help students in their effort to be able to comprehend a text. Certainly, finding out the suitable learning strategies done by teacher is the solution. But the teacher may be able to figure out how to solve the problem because, in fact, there are so many options available to be applied. Determining the suitable strategies are good to be chosen to solve such problems faced by the students.

Particularly, in order to decrease the difficulty and minimize the problems in learning English, It can be assumed that students should prepare and have some appropriate learning strategies and motivation in learning English in order to increase their reading comprehension. Students should know to learn well by using specific appropriate language learning strategies and to make a better reading habit. It also makes students' process in gathering knowledge and skills of English run well and easier. In school, students must analyze and comprehend the information and do their task that is given by their English teacher. They must have suitable or effective strategy to face many problems in school and environment which use English as a communication tool. So that, motivation and strategies in learning language are very important aspect for the students which can guarantee them to have a high score in learning English, especially in reading.

Referring to the discussion above, this study would like to take a research study under the title: "The effect of students' learning motivation and their learning strategies towards reading skills."

## **1.2. Formulation of the Research Questions**

Dealing with the issues presented in the background, the research questions in this research are:

1. Is there any significant correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension aspects?
2. What type of learning motivation that possessed by most language learners and has high correlation in reading comprehension?
3. What type of language learning strategies that possessed by most language learners and has high correlation in reading comprehension?

## **1.3. Objectives of the Research**

Referring to research problem stated above:

1. To find out the correlation between students' learning motivation and their language learning strategies towards reading skill in terms of reading comprehension aspect.
2. To determine the type of learning motivation that possessed by most language learners and has high correlation in reading comprehension.
3. To determine the type of language learning strategies that possessed by most language learners and has high correlation in reading comprehension.

#### **1.4. The uses of the Research**

It is expected that the result of this study can have the following uses:

1. Theoretically

This research is intended to find out whether the result of the research is relevant or not with the previous theory about motivations, learning strategies and reading comprehension.

2. Practically

- a. As information for all teachers and students on how learning motivation and learning strategies affect reading skill in learning English.
- b. As information for other researchers who are interested in investigating students' learning motivations and their learning strategies and its effect in reading skills.

#### **1.5. Scope of the Research**

There are basically three main issues in present study: learning motivation, language learning strategies and reading comprehension. The focus of the research is on whether there was effect of students' learning motivations and their language learning strategies towards students' reading achievement. The result of the learning motivation questionnaire and LLSQ will analyze by using SPSS program. The researcher carried out at SMAN 1 Seputih Agung, Lampung Tengah in academic year 2014/2015 to be used as the sample in this research. The choice of this population is due to the fact that the students have



already studied functional written text and simple essay in form of recount, narrative procedure, grammar, vocabulary, main idea, inference, and reference

### 1.6. Definition of Terms

There are some terms used in this study, to make them clear and to avoid misunderstanding. They are clarified as follows:

1. **Motivation** refers to the level students' enthusiasm in learning process or an encouragement in a person which appears consciously or unconsciously to do some activity with some purposes. Motivation is usually defined as an internal state that arouses, directs, and maintains behavior (Graham & Weiner, 1996).
  - a) **Intrinsic Motivation** is self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) which have a deeper and longer-term effect. Intrinsic motivation refers to being motivated and curious enough to be engaged in some activity for its own sake (Vansteenkiste, *et al* (2004).
  - b) **Extrinsic Motivation** means what is done for people to motivate them (promotion, punishment) – they have an immediate and powerful effect, but won't necessarily last long (Reeve, 1996).
2. **Learning Strategy** refers to several ways of learners to comprehend and to process some information or knowledge while they are learning language. Learning strategies are defined as “specific actions, behaviors, steps, or

techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63).

a) **Cognitive Strategy** includes all activities related to mental processing and essential in learning a new language. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. (Rebecca L. Oxford, 1990).

b) **Social Strategy** includes not only all process that take place in groups, but also includes individual activities in social setting to acquire another language (O’malley et al. 1985).

c) **Metacognitive Strategy** are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process (Rebecca L. Oxford, 1990).

3. **Reading Comprehension** refers to a process in which the reader makes sense of the written text in order to get information and knowledge from a text, especially delivering meaning from writer to reader.

a) **Main Idea** is the most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about or the overall idea of a paragraph or section of a text

b) **Specific Information** is special or particular words or sentences which recognize to the writer experience and insight to their writing.

- c) **Inference** is using content in a text to come to a personal conclusion about something that is not stated explicitly in the text. It also defines as the process of reaching a conclusion about something from known facts or evidence.
- d) **Reference** is the act of looking at or in something for information and also a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.
- e) **Vocabulary** is a list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined. Vocabulary items are learning to understand words.

This chapter has shed light on the introduction of the research used in this study, including background, research question, objectives, uses of the research, scope of the research, and definition of terms.

## **II. LITERATURE REVIEW**

This chapter describes some theories related to this study. The theories focus on the general concept of motivation, classification of motivation, general concept of learning strategies, classification of learning strategies, notion of reading skills, concept of reading comprehension, theoretical assumption, and hypothesis.

### **2.1. Concept of Motivation**

Motivation is a complicated problem in teaching English in the world because most educators agree that motivating students is one of the critical tasks of teaching. In order to learn, students must be cognitively, emotionally, and behaviorally engaged in productive class activities. Generally, motivation is usually defined as an internal state that arouses, directs, and maintains behavior (Graham & Weiner, 1996). In addition, Gardner and Lambert (1984: 54) in Kato (2007) stated that motivation is one of important aspects of learning language. Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. So it can be assumed that it can make the teaching-learning process in the class run more effective and efficient.

Theoretically in literature, motivation come from the word motif that can be interpreted as a power in every individual which make that individual take steps or act. Motif cannot be observed directly, but can be interpreted in the behavior, like stimulation, encouragement or energy generation to emerge some certain behavior (Rukminto in Uno, 2011: 3). Motivation is all of inner power reinforcing any person to do something (Oxford and Shearin, 1994: 12). In line with those statements, Brown (1987) also stated that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. Those supported by Hilgard (1953:662) in Uniroh (1990: 8), who stated that motivation is general term characterizing the needs, drives, aspirations, purpose of organism as behavior.

Furthermore, while the subject of motivation is complex, and can be approached from a variety of theoretical perspectives, some basic aspects of student motivation for learning can be culled from the numerous studies done on the subject. According to Barbara McCombs (1991), her research has shown that for students to be optimally motivated to learn, they must:

1. See schooling and education as personally relevant to their interests and goals.
2. Believe that they possess the skills and competencies to successfully accomplish these learning goals.
3. See themselves as responsible agents in the definition and accomplishment of personal goals.
4. Understand the higher level thinking and self-regulation skills that lead to goal attainment.

5. Call into play processes for effectively and efficiently encoding, processing, and recalling information.
6. Control emotions and moods that can facilitate or interfere with learning and motivation.
7. Produce the performance outcomes that signal successful goal attainment.

Ordinarily in psychology, meaning both of motif and motivation can be different. Motif means necessity, urgency, will, and encouragement. And motivation can be interpret as conditions in individual personal which increase the individual willingness to do some certain activities to achieve the objectives (Handoko in Ferdayana, 2012: 2). Futhermore, the difference between motif and motivation locates in the pressure point both of them. Motivation focus on a personality characteristic which is sometimes unstable, and not easy to change, whereas, motif more focus on mental or internal condition instantly that can change (Winkel in Ferdayana, 2012: 2). Moreover, Graham and Weiner (1996; Pintrich, Marx, & Boyle, 1993) stated that psychologists studying motivation have focused on five basic questions:

1. What choices do people make about their behavior? Why do students, for example, focus on their homework and other watch television?
2. How long does it take to get started? Why do some students start their homework right away, while others procrastinate?

3. What is the intensity or level of involvement in the chosen activity? Once the backpack is opened, is the student absorbed and focused or just going through the motion?
4. What causes a person to persist or give up? Will a student read the entire Shakespeare assignment or just a few pages?
5. What is the individual thinking and feeling while engaged in the activity? Is the student enjoying Shakespeare, feeling competent, or worrying about an upcoming test.

In short, it can be assumed that in this case, motivation is a strong power or positive power which every people has which is showed from the desire or awareness to achieve the main goal of reading skills; a student who learn English seriously in order to get a better result of his or her examination. In relation to the previous statement, students need motivation in order to achieve the main goal in reading comprehension and it can come from desire or from their environment.

## **2.2 Classification of Learning Motivation**

Generally, motivation and learning process is two aspects which mutually affect each other and cannot separate. Usually, learning motivation can be influenced by two kinds of factor. Those are intrinsic factors and extrinsic factors. Particularly, intrinsic factor can be form as desire and willingness of success, a necessity of learning, and also expectation of dream. Whereas, extrinsic factor can be form as appreciation,

learning environment, and interesting learning activities. (Uno, 2010: 23). In line with that statement, the researcher distinguish two kinds of motivation, they are:

❖ **Intrinsic Motivation**

Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capabilities (Deci & Ryan, 1985, 2002; Reeve, 1996). When we are intrinsically motivated, we do not need incentives or punishment, because the activity itself is rewarding. According to Ryan and Deci, intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward (Ryan and Deci, 2000: 68-78).

In essence, intrinsic motivation is self generated factors (responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work, opportunities for advancement) which have a deeper and longer-term effect. Similarly, intrinsic motivation refers to being motivated and curious enough to be engaged in some activity for its own sake (Vansteenkiste, *et al* (2004) in Dorman and Gaudiano). In fact, the concept of intrinsic motivation was originally proposed by White (1959 in Martin, p.397). For example, when pursuing a word in the dictionary and we find ourselves reading about the words – even though we cannot reduce any drive from learning about words such as *peplum* and *hendecagon*. This curiosity



cannot be explained by drive theory. However, almost of many people have curiosity in intrinsically motivating in their effort to achieve reading comprehension.

### ❖ **Extrinsic Motivation**

In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation. Furthermore, we are not really interested in the activity for its own sake; we care only about what it will gain us. People who are extrinsically motivated may not enjoy certain activities. So, extrinsic motivation can mean what is done for people to motivate them (promotion, punishment, money, praise) – they have an immediate and powerful effect, but not necessarily last long.

For example, a student who has English homework will be motivated to finish the homework although he/she does not like English subject. It is because he/she wants to avoid the punishment that his parents or English teacher give in case he/she would not do it. The cause is clearly external, and the homework is not done for its own sake but for the separate outcome of not getting punishment. It was clear that they are intrinsically motivated.

Briefly, the essential difference between the two types of motivation is the student's reason for acting, that is, whether the locus of causality for the

action (the location of the cause) is internal or external, inside or outside the person. Students who read or practice their backstroke or paint may be reading, swimming, or painting because they freely chose the activity based on personal interests (*internal locus of causality/intrinsic motivation*), or because someone or something else outside is influencing them (*external locus of causality/extrinsic motivation*) (Reeve, 1996). As a result, their reading skills will also improve because motivation helps them to put more effort in reading activities.

### **2.3 Learning Strategies**

Generally, learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task— used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). The term *strategy* implies conscious movement toward a goal. Moreover, the penultimate goal of language learning strategies is to enable the learner to accomplish individual learning tasks (Richards & Lockhart, 1996), and the ultimate goal is to promote language proficiency (Tudor, 1996) so that the learner can use the language outside the classroom.

In addition, Shuell (1986) in Agustina (2002: 1) says that learning strategies are special ways of processing information that enhance comprehension, learning, or retention of the information. In other words, learning strategies are special thoughts or behavior that individuals use to help to comprehend, learn, or retain new

information. Learning strategies can be defined as strategies which contribute to the development of the language system which the learner constructs and affect learning directly (Rubin in Wenden and Rubin, 1987: 23). In short, it can be concluded that language learning strategies are actions of language learner in attempt to achieve language learning.

Furthermore, good language learners usually use strategies that appropriate to their own stage of learning, personality, age, purpose of learning the language, and type of language. By using that appropriate learning strategies, the students take responsibility for their learning by enhancing learner autonomy, independence, and self-direction. These are important because learners need to keep on learning even when they are no longer in formal classroom setting. Moreover, cognitive psychology shows that learning strategies help learners to assimilate new information into their own schemata.

In relation to the statement above, learning strategies are distinguished from teaching strategies, among other reason because the learner is able to exercise control over the strategy. Moreover, Oxford (1990: 1) defines language strategies as steps or actions taken by language learners to enhance any aspect of their learning. Oxford's definition implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process. Oxford (1990: 14) has been classified two classes of learning strategy those are direct strategies and indirect strategies. From those learning strategies, Rebecca L. Oxford in *Language Learning*

Strategies (1990: 15) specify them into six groups those are memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies. As the result, this study used three categories that the previous researchers have used and considered in Setiyadi's study under the headings: *cognitive*, *social*, and *meta-cognitive strategies*. Thus, it can be assumed that the students' reading result will also increase when using this strategy.

#### **2.4 Classification of Learning Strategies**

It is widely understood that language learning strategies that directly involve the target language are called direct strategies. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purpose. Based on Rebecca L. Oxford in *Language Learning Strategies* (1990: 37-56) explanations, memory strategies such as grouping or using imagery have a highly specific function: helping students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.

Likewise, Oxford (1990: 135) divides indirect strategies into metacognitive, affective, and social. Meta-cognitive strategies allow learners to control their own cognition -- that is, to coordinate the learning process by using functions such as centering,

arranging, planning, and evaluating. Affective strategies help to regulate emotions, motivations, and attitudes. Social strategies help students learn through interaction with others. All these strategies are called “indirect” because they support and manage language learning without directly involving the target language. In addition, indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, reading, speaking, and writing.

In fact, different researchers have used different categories for classifying learning strategies. Some use the same terms for a category but they refer to different concepts, and some others refer to the same concepts with different terms. This study used the categories that classified by Setiyadi. Those categories are cognitive strategies, social strategies, and meta-cognitive strategies. In addition, the explanations of those strategies can be seen as follows:

1. Cognitive Strategies

As had been stated by Rebecca L. Oxford (1990: 43) stated that cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. She also stated that cognitive strategies are typically found to be most popular strategies with language learners.

Moreover, in order to identify what cognitive process is, it is useful to explain two basic issues namely mental representation or mental processing. In language learning mental representation may refer to how some students memorize what they have learned, or experiences in their life by remembering things in their native languages. Mental processing, on the other hand, deals with cognitive processing (Deaux and Wrightsman, 1988: 21 in Agustina, 2002: 8). Cognitive process includes all activities related to mental processing. In cognitive strategies learners use new language by practicing naturally, analyzing contrastively, and summarizing it of this strategy.

In line with the statement above, Sherrod (1982) in Agustina (2002: 41) says that cognitive psychologists are concerned with how people attend to information in the environment and how they process that information in their brain. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This strategy may include intelligent guessing of the text, looking for patterns from sentences, association sentences, grouping in the mind, deducting, imagery and other mental process (Setiyadi, 2011). Then Fillmore (1979) states that examples of cognitive strategy in reading are (a.) get some expression you understand, and start talking, (b) make the most what you have got such as using available information of the text. It is now clear that using this strategy, students reading skills will develop because this strategy applied

mental processing which use in determining the main idea, specifying information and inference of a text.

## 2. Social Strategies

Referring to Rebecca L. Oxford (1990: 145) stated that Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. She also add that one of the most basic social interactions is asking questions, an action from which learners gain great benefit, asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partner's response to provide larger quantities of "input" in the target language and indicates interest and involvement.

As can be noticed, the social category includes not only all process that take place in groups, but also includes individual activities in social setting to acquire another language. An example of this would be reading letters from friends in order to have opportunity to practice English. In addition, O'malley et al. (1985) introduced the category of social strategy and classified it under a heading *social mediation*. In their studies, this group only contained one strategy namely, cooperation (working with one or more peers to obtain feedback, pool information, or model a language).

In study of Fillmore (1979) there are three strategies, namely: a) joining a group, b) give the impression - with a few well – that you can speak the language, and c) count on friend. It can be said that learners interact with others outside the classroom. However, social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others' thoughts and feelings. In general, it can be predicted that by using this strategy students' reading comprehension achievement will increase because it helps the students to communicate with others and achieve more input in the target language.

### 3. Meta-cognitive Strategies

The last category is the Meta-cognitive strategy. As well as Rebecca L. Oxford (1990) stated that meta-cognitive means beyond, beside, or with the cognitive. Therefore, meta-cognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. She also adds that metacognitive strategies are essential for successful language learning. Language learners are often overwhelmed by too much “newness” unfamiliar vocabulary, confusing rules, different writing systems, and seemingly inexplicable social custom and nontraditional instructional approaches.

Referring to O'Malley & Chemot's study (1981:124), meta-cognitive strategies have more processes that are classified under planning, monitoring, evaluating. Similarly, it can be said that planning may depend on information



provided from the implementation of monitoring and evaluating (Wenden 1991a: 28). The scope monitoring can involve a narrow focusing on a specific item in a reading text to a broad overview of a series of learning activities, such as a semester course in a reading. After becoming aware of a difficulty, learners analyze the difficulty and seek the cause. In addition, evaluating means that the learners consider the outcome of a particular attempt. It may focus on the proficiency of learners or strategies used in learning. Evaluating in the current study is only related to correcting mistake and focuses on proficiency. For instance, Fogarty (1994) explained three main reasons to teach metacognitive strategies, they are:

- ❖ To develop in students a deeper understanding of text

Good readers know how to use cognitive and metacognitive strategies together to develop a deeper understanding of a text topic. They construct knowledge using cognitive through a variety of methods, and then recognize using metacognitive when they lack understanding, and consequently choose the right tools or ways to correct the problem.

- ❖ To take students' thinking to a higher level

Many students have problems in express what they think and the process the idea in their mind. These students need opportunities to take their thinking to a higher level and express themselves clearly. Small-group activities, especially those with a teacher's guidance, provide them with the right opportunities.

❖ To steer students into adulthood

Once metacognitive strategies are grasped, students will transfer use of these skills from their school lives to their personal lives and will continue to apply them as they mature.

In line with description above, Oxford's (1990b) cited in Setiyadi (1999:43) says that meta-cognitive strategies include strategies for evaluating one's progress, planning, for language tasks, consciously searching for practice opportunities, paying attention and monitoring errors. By using meta-cognitive strategies, learners are aware of and control their efforts to use particular skills and strategies. On the other hand Jones et al., 1987: 15 cited in Setiyadi (1999: 143) said that the learners use their capacity to monitor and direct the success of the task at hand, such as recognizing that comprehension has failed, using fix-up strategies, and checking and obtained answer against an estimation. Commonly, students who use this strategy will have a deeper understanding of text and take students' thinking to a higher level.

## **2.5 Notion of Reading Skills**

Theoretically, reading is one of English skills that need reader's comprehension from text. In this case, Nuttal (2005) says that reading essentially focuses on meaning, especially delivering meaning from writer to reader. It means that the reading activity builds thinking collaboratively among the reader, the writer, and the text. That assumption is same with Zamelman, Daniels, and Hyde (1998) who defined that ".....

The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed.” Those explanations above showed that reading activity makes the reader’s mind active to get the gist from text.

Moreover, Aebersold and Field (1997) also claim that “Learning to read starts by exploring what happens when readers read-that it is, when they consciously pay close attention to, think about the elements in, or identify the interaction taking place in the reading process.” In this sense, the reading process is like an individual process that takes place inside reader’s mind in order to monitor, analyze, discuss, and modify the information in the text.

Furthermore, Aebersold (1997) states “To become a better reader, students need to become aware of how they are reading and what they could do to improve comprehension.” This notion means, a reader has to realize about what the topic is as they read comprehensively. Understanding the meaning is also related to conceiving the background knowledge initially. Where Farris (2004: 15) pointed out that activating prior knowledge is a basic for building comprehension. That is why, the reader does not only understand about the text but also he or she activates the background knowledge. In this sense, Farris illustrates that background knowledge is the component in reader’s mind to anticipate about the upcoming text will tell about. Based on those explanations, reading is a complicated process in understanding the meaning. However, comprehending and developing background knowledge initially are the significant strategy to get the writer’s purpose. In sum up, reading

comprehension is the process to grasp meaning of the text from writer that involves experience and prior knowledge that the reader has. This process also can be harmonious with the purpose of reading.

In contrast, reading printed words has different purposes. Reader can know within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before their actually to do so. In addition, Grellet (1981) said that there are two main reasons for reading, they are reading for pleasure and reading for information. In line with that explanation, pleasure means that the reader reads any literary to make reader's feeling happy. Otherwise, reading for information means the reader look for information that has been expected previously.

## **2.6 Concept of Reading Comprehension**

Generally, there are two kinds of reading activity, namely reading aloud and silent reading. What the readers are doing in silent reading is using their eyes and their ability to understand the meaning of the written sign, thus comprehending the text is given more emphasize in silent reading. Two kind of reading activity that has a purpose, that is comprehend.

As had been said by Richard (1986), comprehension is the process by which the person understands the meaning of written or spoken language. Moreover, Rubin (1993: 194) stated that reading comprehension is a complex intellectual process

involving a number of abilities. In accordance with these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated; each of them is depending on the progress of activity in mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding

Another explanation is mentioned that reading comprehension is the main function in which people can communicate through a text, as Farris and Hamilton (2004) explained that:

Understanding the meaning of the printed words and text is the core function of literacy that enables people to communicate message across time and distance, express themselves beyond gestures, and create and share ideas. Without comprehension, reading words is reduced to mimicking the sound of language, repeating text is nothing more than memorization and oral drill and writing letter and characters is simply copying or scribbling.

The explanation above describes the role of comprehension when reading a text could express and create many ideas. In other words, it explains how essential the comprehension to decode the text.

Moreover, Nuttal (1985) shows that there are five essential components of reading that students must be taught in order to learn to read. Whereas, teachers can help the students to comprehend the reading texts by systematically practicing these five components of reading skills, they are:

### 1. Determining the main idea

Naturally, this comprehension strategy involves identifying the idea or ideas that are most important throughout the text, not ideas of lesser importance and not those that feature only in one section of the text. For example:

*It was backward day at school. The students had to do things backward. Some of them wore their T-shirts backward. They took a test before they studied the lesson! Dessert was served first instead of last. They tried to walk home backward, but they bumped into each other and fell down.*

The main idea in this passage is *the students had a backward day*, because the paragraph tells about a backward day at school. It can be seen from the paragraph that each sentence describes backward activities.

### 2. Identifying Specific Information

Basically, in supporting their students in identifying specific information, teachers can help them to recognize that writers bring their own experiences and insights to their writing. They also help students to build the habit of responding thoughtfully to what they read. The example below shows the case:

*Nestle SA is a Swiss Company engaged in the nutrition, health and wellness sectors. It is the holding company of the Nestle Group, which comprises subsidiaries, associated companies and joint ventures throughout the world. In February 2011, the Company acquired CM&D Pharma Ltd.*

To the questions, what did the company acquire in 2011 as to identify specific information the answer is *CM&D Pharma Ltd.* because we can see that the paragraph tells that the Nestle SA Company acquired CM&D Pharma Ltd. in

February 2011. So, we can notice that the specific information is actually *CM&D Pharma Ltd.*

### 3. Inference

Inference is using content in a text to come to a personal conclusion about something that is not stated explicitly in the text. When the writer provides clues but not all the information, we read “between the lines” to form hypotheses, revise these, understand underlying themes, make critical judgments, and draw conclusions. For example:

*There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. He thought upon a plan by which he could get a little company and some excitement. He rushed down towards the village calling out “Wolf, wolf,” and the villagers came out to meet him. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to help him. But shortly after this, a wolf actually did come out from the forest. This time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to help him.*

As can be noted that the text above tells us the shepherd boy is a liar. This is true because the story tells about a shepherd boy that deceived the villagers twice. So, it can be inferred that the shepherd boy is a *Liar*.

### 4. Reference

Trying to understand the common words refer to, or reference. When students read English text, occasionally they will find many examples of subject common words, such as He, She, It, etc. instead of using many other words, they are usually nouns. To understand the text, it is important to understand what those common words refer to. Here is an example:

*Influenza kills up to half a million people every year. As a big reason: the world relies on the 18 manufacturers for the 250 million doses of vaccines made annually.*

*Why is the world so unprepared for such a routine threat? The 18 vaccine producers, which include GlaxoSmithKline and Aventis Pasteur, can only afford to produce the number of doses they think they'll be able to sell. So, if demand increases in a particularly harsh flu season, there simply aren't enough shots to go around.*

*"... the number of doses **they** think they'll be able to sell."*

Obviously, the word **they** in the sentence refers to 18 vaccine producers because the text tells about the production of influenza vaccine. From the piece of sentence we can see that the word "they" is refers to the 18 vaccine producers. It is clear that the word **they** refers to *18 vaccine producers*.

## 5. Vocabulary Items

Ordinarily, vocabulary items are learning to understand words. Vocabulary is the core component of language proficiency and provides much of the basis for how well students speak, listen, read, and write. The following example demonstrates:

*The sugar glider is a marsupial, just like the other Australia animals – the Kangaroo, the koala and the wombat for instant. The sugar glider is a possum – very similar to the tupai in Indonesia. In fact, the sugar glider is glides or terbang laying in Bahasa Indonesia. When it jumps from one tree to another it spreads its four legs out wide; and its extra skin also spreads out and function like a parachute.*

*" ... it spreads its four legs out wide ... "*

The underlined word is actually the synonym of expands because the underlined word "spreads" in Indonesian means to expand. Based on the question the word that "spreads" has the same meaning with "expands". So, the right word in this context is *expands*.



To achieve the aspects of reading above, the students need the reading process, requiring continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Likewise, consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in unfamiliar places the text describe. Nuttal (1985: 14) defines that reading is meaningful interpretation of printed symbols or written verbal symbols. Furthermore, Dubin et al (1985: 27) say that reading comprehension is the ability to make sense of written or printed symbols to guide recovery information from their human memory and subsequently use the written message.

From the explanations above, it is quite clear that reading comprehension is important in learning language. It help readers to find out the information and knowledge that an author presents in his written works.

### **2.7 The Role of Learning Motivation and Learning Strategies in Reading Skills**

As mentioned previously in the background that motivation and learning strategies play a significant role in reading comprehension. Moreover, students who are posses with effective learning strategies and high motivation employ them correctly and appropriately to comprehend the text. Oxford and Shearin (1994: 12) also define that motivation is all of inner power reinforcing any person to do something. In line with those statements, Brown (1987:13) also stated that motivation is commonly thought as an inner drive, impulse, emotion, or desire that moves one to a particular action. As

the result, motivation can make students feel that reading is rewarding activity and it can make them be more active in the class.

Normally, in terms, their reading skills will increase by having appropriate strategy in learning reading comprehension because learning strategies give such ways which make the reading comprehension process easier. At the same time, learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). Garner (1987) also defines learning strategies as generally deliberate, planful activities which are undertaken by an active reader, many times to remedy perceived cognitive failure, and facilitate reading comprehension.

For the sake of brevity, learning strategies will increase students reading skills because cover how the reader thinks of a reading task, what textual clues he considers, how he understands what he has read, and what he does when he does not understand the text. Using proper strategies will help students to know what they read and what they supposed to in learning process. They have made steps or systematic frameworks to anticipate any problems they will probably face. They also need motivation in order to increase their interest in reading. By this way, their learning is likely to be more effective and systematic.

## **2.8 Theoretical Assumption**

From the related theories on the literature review above, it shows that students have different motivation and learning strategies in reading. It can be assumed that motivation and learning strategies are two aspects which affect reading skills, especially reading comprehension. In addition, motivation can be interpreted as conditions in individual personal which increases the individual willingness to do some certain activities to achieve the objectives. Meanwhile, learning strategies can show the students to have a conscious movement toward a goal. It can be assumed motivation and learning strategies can increase students' reading skills, especially for reading comprehension. As the result, there is any effect of students' learning motivation and their learning strategies towards reading skills.

## **2.9 Hypothesis**

From the theoretical assumption above, the researcher formulated the hypothesis as follows:

H<sub>1</sub>: There is significant correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension.

H<sub>01</sub>: There is no significant correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension.

H<sub>2</sub>: Students who use intrinsic motivation and social strategy show significant difference in reading skills

H<sub>02</sub>: Students who use intrinsic motivation and social strategy do not show significant difference in reading skills

In this chapter, the researcher has shed light on the literature review of the research used in this study, including motivation, classification of motivation, learning strategies, classification of learning strategies, reading, classification of reading, the role of motivation towards learning strategies, theoretical assumption, and hypothesis.

### **III. METHODS OF THE RESEARCH**

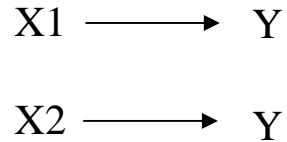
This chapter presents the method that is used in collecting the data of the research such as design of the research, population and sample, data collecting technique, instrument, procedure, data analysis, and hypothesis testing.

#### **3.1. Design of the Research**

This research is a quantitative research. Generally, quantitative research is associated with social survey technique like structured interviewing and self-administered questionnaire, experiments, structured observation, content analysis, and the analysis of official statistic. This study is made to investigate whether there is any effect of students' learning motivation towards their learning strategies or not. The research will be conducted by using descriptive survey method. Moreover, Surakhmad (1985) states that descriptive survey method is a method which simply analyzes, classifies, and reveals an investigation by using some technique such as interview, questionnaire, observation or by using test technique, case study, and comparative study.

In relation to this research, the data are taken from questionnaire of students' learning motivation, questionnaire of students' learning strategies and also reading test which

are given by researcher to the students. So that this study used research design which proposed by Setiyadi as below:



Where:

X1 : Questionnaire of motivation

X2 : Questionnaire of learning strategies

Y : Reading Test

### **3.2. Population and Sample**

The population of this research is the first grade of SMA Negeri 1 Seputih Agung in academic year 2014/2015. There are five classes of the first grade in that school. But, it is only used one class that suitable for this research. Moreover, the number of the students of each class was about 30-35 students. Purposive sampling was used in this research. The sample was chosen based on which criteria of class would be appropriate for the study. Furthermore, the first grade classes of SMA Negeri 1 Seputih Agung were the classes of which the students were chosen equitably. There was no superior class or inferior class in the school. The research was conducted in this school because there was never any English research, especially for the effect of students' learning motivation and their learning strategies towards reading skills.

### **3.3 Data Collecting Technique**

The data were collected by using two questionnaires which were administered as follows:

1. Administering the first questionnaire

The first questionnaire is about learning motivation which consists of a list of statements and questions to be answered by the students to measure students' learning motivation.

2. Administering the second questionnaire

The second is questionnaire of learning strategies which is a list of statements and questions to be answered by the students to measure the students' learning strategies.

3. Administering the reading test

In this section, the researcher gives the students a reading test which consists of 50 question items to assess their reading skill. The reading test materials are based on students' handbook of curriculum competency based on KTSP

### **3.4. Instrument of the Research**

This study used two kinds of research instrument. Those were questionnaires and reading test. Moreover, those questionnaires were questionnaire of motivations and questionnaire of learning strategies. In addition, research instrument is necessary and plays important role in a research. Research instrument is the generic term that was used for a measurement device.

Since this study concerns on the students' learning motivation and learning strategies, Learning Motivation questionnaire and Language Learning Strategies Questionnaire (LLSQ) were used and proposed by Setiyadi (2006) because the materials both of them are suitable and relevant for this research. In addition, the questionnaire of motivation consists of 20 multiple choices items with 3 choices in every item. At the end of this questionnaire, there is the last item (no.21) which is used to measure type of learning motivations. Another questionnaire is LLSQ of reading which consists of 20 items. In LLSQ, items are divided into meta-cognitive strategies, cognitive strategies, and social strategies. Furthermore, Likert Scale is used to make the students easier to answer the questionnaire. In this research, each item has five alternative answers i.e. 1, 2, 3, 4, and 5. Below is the list of statements dealing with the alternative options:

1. Never or almost never true of me;
2. Usually not true of me;
3. Somewhat true of me;
4. Usually true of me;
5. Always or almost true of me.

Meanwhile, the use of reading test was based on students' handbook of curriculum based on KTSP. The reading test was given to the students when the questionnaire test had been administered. The time allocation was 90 minutes. There are 50 items in form of a suitable answer based on the text for any or some questions in reading test. The questions were tried out in other class outside the sample to get validity and



reliability of the test. The kind of reading test used was objective test. There were lists of questions with four possible answers (a, b, c, d) that had to be answered by the students in the test to measure the students' reading comprehension.

### **3.5 Validity of the Instrument**

Furthermore, validity is a very important aspect of the design of any measurement instrument in a research. Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments.

The validity of questionnaire is measured to find if the components are suitable and related to the relevant theories of students' learning motivation and students' learning strategies. According to Hatch and Farhady (1978), there are at least two validities which should be fulfilled; content and construct validity. Since the questionnaire was adopted from questionnaire of learning motivation and LLSQ which are constructed by Setiyadi (2006), the construct validity of the questionnaires has been standardized. Construct validity is necessary for measurement instrument which has several indicators in measuring one aspect or construct (Setiyadi, 2006: 25). The following table describes the aspects of learning strategies used by the L2 students based in listening developed by Setiyadi.

**Table 1. Specification Table of Language Learning Strategies Questionnaire**

<b>Aspects of Questionnaire</b>	<b>Number of items</b>
Metacognitive strategies	1-11
Cognitive strategies	12-17
Social strategies	18-20

It can be seen from the table above that all the aspects of learning strategies in reading skill related to the theories of learning strategies classification (*metacognitive, cognitive, and social strategies*). The construct and content validity of this questionnaire were proved since it was used in another research about motivation and learning strategies before.

Meanwhile, the content validity of reading test is based on the curriculum that is currently used in Indonesia that is KTSP curriculum. These questions are taken from the 10<sup>th</sup> grade English textbooks and mid-semester test questions which are related to reading skill. Table of specification is also formulated in this research. So every test item can be matched with the goal and the materials which have been taught. The table of specification is an instrument that helps the test constructor plan the test. The content of the test items is presented in the table of specification below based on the theory of Reading (Milan, 1995) and the curriculum.

**Table 2. Table of Specification of Data Collecting Instrument**

<b>No.</b>	<b>Objectives</b>	<b>No. of Items</b>	<b>Percentages</b>	<b>Question Number</b>
1.	Determining the Main Idea	8	16%	9, 16, 21, 33, 36, 41, 44, 47
2.	Specific Information	12	24%	1, 2, 6, 10, 12, 15, 17, 20, 23, 24, 27, 30
3.	Inference	8	16%	4, 22, 26, 31, 39, 45, 46, 48
4.	Reference	11	22%	3, 8, 13, 18, 25, 28, 34, 37, 38, 42, 50
5.	Vocabulary	11	22%	5, 7, 11, 14, 19, 29, 32, 35, 40, 43, 49
<b>Total</b>		<b>50</b>	<b>100%</b>	<b>50</b>

### **3.6 The Reliability of the Instruments**

Generally, reliability can be called as consistency. A good instrument is an instrument which consistently measures what it is intended to measure. In other words, a good instrument should have a good reliability. It is not possible to calculate reliability; however, there are four general estimators which can be used in the research.

Since the result of questionnaire is scored based on Likert Scale. The score ranges from 1-5. Moreover, to make sure that the data gathered from the questionnaire is reliable, this research uses reliability analysis based on Cronbach Alpha Coefficient of SPSS for Windows. Cronbach's Alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. In fact, Cronbach Alpha Coefficient is the most common used to

measure the consistency among indicators in the questionnaire which is counted based on the correlation between each items. The Alpha ranges from 0 to 1. The higher alpha means the more reliable the items of the questionnaire (Setiyadi, 2006).

In line with the explanation above, George and Mallery (2009) in '*SPSS for Windows Step by Step: A Simple Study Guide and Reference, 17.0*' have a suggestion in evaluating the Alpha Cronbach coefficient:

> 0.9 = very high reliability

> 0.8 = high reliability

> 0.7 = medium reliability

> 0.6 = low reliability

> 0.5 = very low reliability

Moreover, the reliability of the reading comprehension test is measured based on Pearson Product Moment which examines the correlation coefficient of reliability between odd and even number (reliability of the half test). The formula can be seen as follows:

$$r_{xy} = \frac{xy}{(x^2)(y^2)}$$

Explanation:

$r_{xy}$  = coefficient reliability between odd and even number

$x$  = odd number

$y$  = even number

$x^2$  = total score of odd number

$y^2$  = total score of even number

$xy$  = total score of odd and even number

After the reliability of the half test is calculated, Spearman Brown's Prophecy formula is used to measure the reliability of the test as a whole as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

Explanation:

$r_k$  = the reliability of the whole test

$r_{xy}$  = the reliability of half test

(Hatch and Farhady, 1982: 247)

The criteria of the reliability are:

0.90 – 1.00 = high

0.50 – 0.89 = moderate

0.00 – 0.49 = low

Arikunto's formula in scoring the students' result of the test is used for scoring system. The higher score would be 100

$$S = \frac{R}{N} \times 100$$

Explanation:

S: Score of the test

R: Right answer

N: Total of the items

### 3.7. Procedure

In conducting this research, some procedures were implemented as follows:

1. Determining the subject of the research

In determining the subject, the researcher chose one class of first grade students of SMAN 1 Seputih Agung as the research subject. There was four classes which consisted about 30-35 students.

2. Preparing the Instruments

In this research, questionnaire of learning motivation and LLSQ proposed by Setiyadi (2006) and also reading test were prepared.

3. Administering the Questionnaire

The questionnaires of this research were questionnaire of motivation and LLSQ. The items were administered to measure students learning motivation and their learning strategies chosen. The items of the questionnaire of learning motivations were limited with 3 choices and LLSQ was in the form of limited statements which ranged from 1 to 5, explaining from never to always.

4. Administering Reading Test

The reading test used was based on students' handbook of curriculum based on KTSP. The reading test was given to the students when the questionnaire test had been administered. The time allocation was 90 minutes. There are 50 items in form of a suitable answer based on the text for any or some questions in reading test.

#### 5. Analyzing the Data

After conducting the questionnaire to the students, the data were analyzed.

The data were analyzed by using SPSS program to investigate whether there is any effect of students' learning motivation and their learning strategies in reading skill.

#### 6. Making a Report and Discussion of Findings

After having gained all the data, a report and discussion on findings of the effect of students' learning motivation towards their learning strategies were constructed.

### **3.8. Data Analysis**

In order to find out the effect of students' learning motivation and their learning strategies towards reading skill, the following steps in analyzing the data were implemented.

1. Tabulating the score of students' questionnaires and reading comprehension test manually.
2. Analyzing the reliability and validity of questionnaire and the reading comprehension test.
3. Analyzing learning motivation by using Independent Sample T-test of SPSS Program.
4. Analyzing the correlation of learning strategies towards reading comprehension by using SPSS Program.

5. Making inference of the effect of students' learning motivation and their learning strategies towards reading skill by referring to the result of the Independent Sample T-test and Correlation of SPSS Program.

### 3.9. Research Schedule

There were some activities that conducted during the research at SMAN 1 Seputih Agung as follows.

**Table 3. Research Schedule**

<b>Day</b>	<b>Date</b>	<b>Activities</b>	<b>Place</b>
1 <sup>st</sup>	May 14 <sup>th</sup> 2015	Doing an observation in SMAN 1 Seputih Agung and ask for permission to held the research in the school.	SMAN 1 Seputih Agung
2 <sup>nd</sup>	May 15 <sup>th</sup> 2015	Meet the English teacher of first grade of SMAN 1 Seputih Agung and determine the appropriate classes for the research.	SMAN 1 Seputih Agung
3 <sup>rd</sup>	May 20 <sup>th</sup> 2015	Taking Try Out of Learning Motivation and Language Learning Strategies Questionnaire.	X3 Classroom
4 <sup>th</sup>	May 21 <sup>th</sup> 2015	Taking Try Out of Reading Comprehension test and Taking The research of Learning Motivation and Language Learning Strategies Questionnaire.	X3 and X6 Classroom
5 <sup>th</sup>	May 22 <sup>th</sup> 2015	Taking The research of Reading Comprehension test and thanking to the headmaster and teachers of SMAN 1 Seputih Agung	X6 Classroom and Teachers' Room



In this chapter, the light on the methods of the research was used in this study, including design, subject, and data collecting technique, instrument, validity, reliability, procedure, data analysis, hypothesis test and research schedule.

## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the other researcher and English teachers who want to conduct the research about the effect of learning motivation and learning strategies towards reading comprehension.

### 5.1. Conclusions

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher made this conclusion:

1. Students' learning motivation does not significantly correlates with reading comprehension. It means that there are no differences between students who possessed intrinsic motivation and students who possessed extrinsic motivation towards their reading achievement. But total of students who possessed intrinsic motivation is higher than students who possessed extrinsic motivation.
2. Among students who possessed intrinsic motivation, cognitive strategy has medium correlation ( $r=0.402$ ) because they usually work individually which means they have to use their own mental process. Whereas metacognitive strategy has low correlation ( $r=0.380$ ), because it needs a higher level of thinking and only a few numbers of students used it. Social

strategy also has negative correlation ( $r=-0.099$ ) with reading comprehension because generally students who possessed intrinsic motivation preferred to working individually to working in group. This actually means that students' reading achievement affect by their learning strategy because it as can be seen from cognitive strategy, data that this strategy has was higher correlation and higher average reading achievement (37.16).

3. Among students who possessed extrinsic motivation, cognitive strategy has medium correlation ( $r=0.556$ ) because they have mental process because they not only learn from their experience but also use their own mental process. Meanwhile metacognitive strategy has high correlation ( $r=0.921$ ) because students who possessed extrinsic motivation have higher level of thinking and many experiences. Wherease social strategy has medium correlation ( $r=0.541$ ) because they usually work in pair or group to obtain feedback and information. This actually means that students' reading achievement affect by their learning strategy because it as can be seen from metacognitive strategy, data that this strategy has was higher correlation and higher average reading achievement (45.00).

## **5.2. Suggestions**

Related to the problem of this research and the information from the discussion of this research, the researcher would like to suggest:

1. Since the learning motivation and learning strategies are principally worthy and they could help students to be successful learners, the teacher

are recommended to know their students motivation and introduces the types of language learning strategies to their students in order to help the students to get better achievement in comprehending the reading text

2. Since study find that students reading comprehension score is insignificant in indentifying specific information and vocabulary items. So, it is suggested that the teachers should to do some treatment of reading comprehension before doing the research because it will help to get more valid data. For example, by using picture, PQRST (Preview, Question, Read, State, Test) and Gallery Walk Strategy.
3. This is important for the students to know what learning strategy possesses in learning reading comprehension, whether they use they use cognitive, metacognitive or social strategy. The students have different ability in learning reading comprehension. So with the guidance of English teacher they will be able to use appropriate language learning strategy in learning reading comprehension.
4. This study was conducted with limited amount of students, the writer suggest the other researcher who want to point out remaining issues to be explored by future research in identifying students' learning motivation and learning strategies and those effect in reading skill should be conducted with bigger amount of sample and covers all proficiency level in order to get more data validity.
5. Just suggested that the research may be more valuable and effective if the instruments of the research are not only a questionnaire. The other

research can use field activities such as interviews or another way to find out the result.

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