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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### II.1. Nature of The Study

##### II.1.1. The Nature of Motivation

In human life, every person has a different motivation in themselves. Motivation plays an important role in our life. So many activities that we should do. It needs our motivation to do it such as for working, learning, and teaching, etc. Talking about motivation, motivation is the impulse, emotion, or desire that cause one to act in certain ways (Lynne, 2004: 50). There are some of the theories about motivation. Marion Williams and Richard Burden in Harmer, (2001: 51), suggest that motivation is a state of cognitive arousal, which provokes a decision to act as a result of which there is sustained intellectual and / or physical set goal. As H Douglas Brown point out, a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement.

Based on the theory above, motivation is an important role in our lives. The motivation can bring us or students to be successful, without motivation we will almost certainly fail to make the necessary effort. Motivation is important, therefore we make sense to try it and develop our understanding of our knowledge. Motivation plays an important role in ourselves. We said that Motivation function as the activating impetus behind the psychological factor which we have examined in the fore going pages. The motivation that brings

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students to task of learning English can be affected and influenced. In discussions of motivation can accepted distinction is made between extrinsic and intrinsic motivation, that is motivation which comes from outside and inside.

Edward Deci (1975) as a theory of motivation in Brown (2001:75) defines intrinsically motivational activities are ones for which there is no apparent reward expect the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivation, behaviors are aimed at bringing about curtain internally rewarding consequence, namely, feelings of competence and self-determination.

Extrinsically motivation behaviors, on the other hand are carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even a certain type of positive feedback. The other theories about extrinsic and intrinsic motivation are: extrinsic motivation is caused by any number of outside factors. For example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Whereas, intrinsic motivation by contrast, comes from within the individual. Thus a person may be motivated by enjoyment of the learning process itself or by a desire to make themselves feel better.

Motivation functions as the activity impetus behind the psychological factors. Motivation may be defined as the powerful pull towards as a goal which an individual experiences.the goal of the motivation may be simple or complex, proximate or remote, physiological, emotional, social or intellectual. The strength of motivation will depend on the nature of the goal in mind.

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## II.1.2 Theory of Motivation

Taila & Berrin (2012:179) in their book say that there are some of the theories about motivation as people need, they are as follows:

### 1. Maslow' Hierarchy of Need

The most basic theory is physiological needs, such as: the need for food, water, and the other biological needs. These needs are basic because when they are lacking, the search for them may overpower all others urges. Safety needs, such as: the threat of danger, pain, or an uncertain future. Social needs, such as: the need to bond with other human being, be loved, and form lasting attachments with others. Esteem need, such as: the desire to be respected by one's peers, feel important, and be appreciated. Self-actualization, such as: becoming all you are becoming, this need manifests itself by the desire to acquire new skills, take on new challenges, and behave in a way that will lead to the attainment of one's life goals.

### 2. ERG Theory

The ERG theory developed by Clayton Alderfer is a modification of Maslow's hierarchy of needs. Alderfer proposed that basic human needs may be grouped under three categories. The first existence, such as: corresponds to Maslow's physiological and safety needs. The second relatedness, such as: corresponding to social needs. The third growth, such as: refers to Maslow's esteem and self-actualization.

### 3. Herzberg's Two-Factor Theory

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Frederick Herzberg approached the question of motivation in a different way, that is a hygiene factor included company policies, supervision, working conditions, salary, safety, and security on the job. In contrast, ‘motivators’ are factors that are intrinsic to the job, such as: achievement, recognition, interesting work, increased responsibilities, advancement and growth opportunities. According to Herzberg’s research, motivators are the conditions that truly encourage employees to try harder.

#### 4. McClland’s acquired-need Theory

Among the need based approaches to motivation, David McClland’s acquired needs theory is the one that has received the greatest amount of support. According to this theory, individuals acquire three types of needs as a result of their life experiences. These needs are the need for achievement, the need for affiliation, and the need for power. All individuals possess a combination of these needs, and the dominant needs are thought to drive employee behavior.

Like motivation itself, John W. Shantrock explains in his book (2011:436) that different psychological perspectives explain motivation in a different way, let’s explore four of these perceptive: behavioral, humanistic, cognitive and social.

Those are:

##### 1. The Behavioral Perspective

The behavioral perspective emphasizes external reward and punishments as keys in determining a student’s motivation. Incentives are positive or negative stimuli or events that can motivate a student’s behavior. Advocates of the use of

incentives emphasize that they add interest or excitement to the class and direct attention toward appropriate behavior and away from inappropriate behavior.

## 2. The Humanistic Perspective

The humanistic perspective stresses the students' capacity for person growth, freedom, to choose their destiny, and positive qualities (such as being sensitive to others). This perspective is closely associated with Abraham Maslow's that certain basic needs must be met before higher needs can be satisfied.

## 3. The Cognitive perspective

According to cognitive perspective on the motivation, students' thoughts guide their motivation. In recent years there has been a tremendous surge of interest in this perspective. Focusing on such ideas as students' internal motivation to achieve, their attributions (perspective about the cause of success or failure, especially the perception that effort is an important factor in achieving), and their belief that they can effectively control their environment.

## 4. The Social Perspective

The need for affiliation, or relatedness are the motives to be securely connected with other people. This involves establishing, maintaining, and restoring warm, close personal relationship. Students' need affiliation or relatedness are reflected in their motivation to spend time with peers, their close friends, their attachment to their parents and their desire to have a positive relationship with their teachers.

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### II.1.3. Types of Motivation

Harmer (1999) in ratanawalee (2012:906) uses the word “goal“ to categorize the motivation in second language learning into two types:

1. *Short-term goal* means when students will wish to succeed in doing something in the near future. For example, students who want to pass their examination to get good grade or high score.
2. *Long-term goal* refer to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen in ratanawalee (2012:906) adds that factors which related to motivation that will attempt to relate the second language ability to these two functions.

1. Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak a second language. It is based on interest in learning the second language because of their need and learn about associate or socialize with the people who use it or because purpose or intention to participate or integrate in the second language using the same language in that community but sometimes it involves emotion or affective factors a great deal.
2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school.

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Futhermore, the motivation further classified into main categories as the following:

### 1. Extrinsic Motivation

Extrinsic Motivation is related to the reward an individual will get as a result of any instrument actions. Thus, it does not basically refer to the determination in activities or behavior. The Extrinsic motivation factors need to be categorized in the area of their interest. Refers to the motivation that comes from outside rewards, such as money or grades. Hairul, et al state that extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrast with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

### 2. Intrinsic Motivation

Intrinsic motivation is defined as inner desire and internal needs. For instance, learners would study more if they have a individual interest in what they are learning about and are allowed to choose their own course of actions. Intrinsic motivation has more impact than other factors to positively affect human because it elaborates inner interests, abilities, adaptations, and indications that are fundamental to the social cognitive development. (Reza Ahmadi: 2013)

Palmer state that students' motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and they appear to be happy and eager ( Kaylene, et al :

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2013) students' motivation is probably the single most important element of learning. Learning is inherently hard work, it is pushing the brain to its limits, and thus can only happen with motivation. It is important to recognize that motivating learning is a central element of good teaching.

Kaylene, et al (2013) state that the five key ingredients impacting student motivation are: student, teacher, content, method/process and environment. For example, the students must have access, ability, interest and value education. The teacher must be well trained, must focus and monitor the education process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating and pertinent to the student's current and future needs. The method must be invention, encouraging, interesting, beneficial and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering.

#### II.1.4. The Nature of Attitude

There are many factors that might cause students' low proficiency in English. One might be attributed to students' motivation towards the English language. The other one is the students' attitude toward English as a second language. Attitude toward a particular language might be either positive and negative. Some learners may have a negative attitude toward the second language and want to learn it in order to prevail over people in the community but general positive attitude strengthens the motivation. Some individuals might possess a



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neutral feeling. Language attitude is an important concept because it plays a key role in language learning and teaching Awed Muhammad (2012).

Based on the theory of the planned behaviour, Montano & Kasprzyk (2008) in Muhammad Jafre (2012:120) state that: “ Attitude is determined by individual’s belief about the outcomes or attributes of performing the behavior (behavioral belief), weighted by the evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcome will result from performing the behavior will have a positive attitude toward behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude”

Brown (2000) defines attitude as “ a set of personal feeling, or biases about races, culture, ethnic group, classes of people and language. He explains that attitudes, just like cognitive and affective developments in the human being, start affected by our contract with our parents or, peers, and other people we meet in as social psychological variable a key role in second language learning Maedeh Karimabadi (2015).

McGroarty (1996) states that attitude has cognitive, affective and conative component: it involves belief, emotional reaction and behavioral tendencies related to the object of the attitudes, Siti Norliana (2008). in Fitzgerald (1997) stated most of the study believed that the children were not born with positive or negative attitudes, but as they grew, matured and interact with people and things around their environment, these attitudes grappled in their life Syahidah Rena, et al (2007).

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Wenden (1991) definition of concept “attitude”. He stated that the term attitudes included three components, namely, cognitive, affective and behavioral. A cognitive component is a made up of the beliefs, ideas or opinions about object of the attitudes. The affective one refers to the feeling and emotions that one has towards an object likes or dislikes, with and against. Finally, the behavioral component refers to one’s to consisting actions or behavioral intentions toward the object Atef Al-Tamimi, et al (2009).

#### II.1.4.1 The Characteristic of Attitude

Every individual has a different attitude, as described by McDonal (1959) in Sherliane T. Poai (2013:44) as follows:

1. Attitude imply a subject-object relation.

Attitude is related to object, people, place, events, abstract ideas, and concept in the environment of the person. A person differentiates himself from some aspect of his environment. This differentiation is the basis for the subject-object relationship. In other words, a person as a subject has different attitudes of another person who has another attitude toward an object.

2. Attitude have direction

Attitudes are directional orientations toward the object. An individual may agree or disagree or like or dislike something. An individual who has an attitude is not neutral toward the attitude object.

3. Attitudes are characterized by an intensity factor.

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Two people have many different attitudes towards a lesson. One student may agree with the lesson, but another student may disagree to his lesson. This attitude has been described by McDonald (1959) as follows: Psychologist who study attitude construct scales in such a way that an individual can strongly agree, or just agree, or strongly disagree or just disagree some attitudes statement. In describing people's attitudes, we can be conceived of them having degree of strengthen intensity. Intensity factor can be possessed by person that is the strong attitude. In other words, variations of strong attitude are concerned with intensity.

4. Attitude is acquired

A past experience can influence an attitude. The individual has new experiences and interprets these and integrates them into his ways of thinking, and feeling: for example, a student may have a positive or negative attitudes toward his course of teacher because he has a little experience with other teachers.

5. Attitudes are characterized by stability and consistency.

An attitude is said to exist if the individual has acquired a stabilized and consistent way of interpreting and responding to his environment. An attitude is based on stability of behavior, so attitude can happen momentarily and spontaneously. It has been described by McDonald (1959) says that: the teacher can off in inferring what the attitudes of his students are if the interprets momentary or spontaneous reaction as indicators of a stabilized attitude. He added that, if the teacher remembers that attitudes are stabilized pattern of behavior, and not momentary, and spontaneous sets, he can avoid incorrect inferences about a student's attitudes.

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Futhemore, the other characteristic attituded by Richard M.Perloff (2002:39) in his book divide three characteristic of attitudes, those are:

1. Attitude is learnt

People are not born with attitudes. They acquire attitudes over the course of the socialization in childhood and adolescence. This has important implications. Its mean, that no one is born prejudiced. Children don't naturally discriminate against kids with different skin color or religious references. Over time, the kids acquire prejudiced attitudes. Or to be more blunt, they learn to be hated.

2. Attitudes are global, typically emotional, evaluation

Attitude are, first and foremost, evaluations. Having an attitude means that you have categorized something and made a judgment of its net value or worth. It means that you are no longer neutral about the topic. That doesn't mean you can't have mixed feelings, but your view on the issue is no longer bland without color.

3. Attitude influences thought and action.

Attitude and values, organized our social world. They allow us to quickly categorize people, places and events to figure out what's going on. Attitude comes in different shapes and size. Some attitude is strong, other are weaker and susceptible to influence. Still others contain, inconsistent elements. Some attitudes exert a stronger impact on thought and behavior than others.

### **II.1.4.2 The Function of Attitude**

The function of attitudes can be classified into four functions by (Schiffman, kanuk:2004) in Soraya & Seima (2013:16):

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### 1. The Utilitarian Function

People hold certain braind attitude partly because of utility. When a product or destination has served its purpose to us in the past, our attitudes attend to be favorable. In order to change people's attitude toward something. You need to show them that the item can provide something with a utilitarian purpose which they might not have thought before.

### 2. The ego-defensive function.

These are attitudes with which most people want to protect their ego and self-image. People rather have security and self-confidence than insecurity and uncertainty. An ego defensive attitudes help us protect our decision making even if the decision is a poor one.

### 3. The value-expressive function.

The value expressive function holds a person's general value, lifestyle and outlook. What a person values are seen in his/her lifestyle, e.g.

### 4. The Knowledge Function

People have the tendency or need to know and understand people and things they encounter. The need to know tends to be specific. Therefore, an individual who does not play golf, no wishes to learn the sport is unlikely to seek knowledge or understanding a game. This will influence the amount information search devoted to this topic. Thus, out of our need to know come attitudes about what we believe, we need or do not need to understand.

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Baerd on the theories of attitude function, it means that attitude has its different function with different people. Every person has a different attitude in her/his self.

### 11.1.4.3 The Component Of Attitude

In the following, the three aspects of attitude concept, behavioral, cognitive, and emotional aspect by Kara (2009) in Muhammad Jafre (2012:121) these are described:

#### 1. Behavioral Aspect of Attitude

The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. In fact, the successful language learning enhances the learners to identify themselves with the native speakers of that language and acquire or adopt various aspects of behaviors which characterize the members of the target language community. Kara (2009) state that: Positive attitude leads to exhibition of positive behavior toward a course of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.

#### 2. Cognitive Aspect of Attitude

This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of the language learning. The cognitive attitudes can be classified into four steps of

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connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations.

### 3. Emotional Aspect of Attitude

Feng and cheng (2009) state that learning process is an emotional process.

It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotion are yielding. Attitude can help the learners to express whether they like or dislike the objects surrounding situations. It is agreed that the inner feeling and emotion of FL learners influence their perspectives and their attitude towards the target language (Choy & Troudi, 2006).

## II.1.5. The Nature of Reading

Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning (David, 2003: 68). Based on the theory, reading is one of the important skills that the students should be mastered. Reading as an essential skill for the students of English as a second language. It is not only learning English but also learning in any content. The function and the importance of reading have changed in society as well as in education.

The goal of reading is comprehension and comprehension is the key of meanings. So that reading comprehension means that the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (G. Wooley, 2011)

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### II.1.5.1 Reading Comprehension

We defined reading comprehension as the interactive process with the text as their prior experience is activated. Reading without comprehension or understanding is not reading, because many people can pronounce words fluently, but when they are asked what they have just read, they are unable to respond. When we talk about reading without comprehension, it means that just reading fluency, not about their understanding of the text comprehension is the end goal of reading, whether an individual reads for pleasure, to learn or to locate information.

Reading comprehension is a highly interactive process that takes place between a reader and a text. Individual readers will bring a various level of skills and experiences to these interactions. These include language skills, cognitive resources and knowledge. The goal of reading is understandable, it means that to understand printed materials, the students must be able to decode the words on the page and to extract meaning, to be good reading comprehension which involves reading the words on the page, accessing their meanings, completing the sense of each.

Reading comprehension is an interactive process, in which students or readers interact with the text as their prior experience is activated. The students need to learn and analyze a text, it means comprehension even before they can read it on their own and comprehension instruction. To analyze or understand a text, the students need some strategies in reading comprehension. Most of the second language learners who already literate in a previous language. Reading comprehension is primarily a matter of developing appropriate, efficient



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comprehension strategies. Some strategies are related to bottom up procedures and others enhance the top down process by H Douglas Brown (2001:306), they are as follows:

- a. Identify the purpose in reading.
- b. Use graphemic rules and patterns to aid in a bottom up decoding (especially for beginning level learners)
- c. Use efficient, silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- d. Skim the text for main ideas.
- e. Scan the text for specific information.
- f. Use semantic mapping or clustering
- g. Guess when you aren't certain.
- h. Analyze vocabulary
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

Reading comprehension is important for the students, they need to analyze and understand the texts based on their ability and their background knowledge to face it. The students need strategies to understand about reading comprehension. likely, skimming, scanning, analyze vocabulary and etc. Harmer (2001:201) says that the use of different skill in reading comprehension depends on what we are reading about:

1. Identifying the topic: good readers are able to pick up the topic of a written or spoken text very quickly. With the help of their own schemata they

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quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

2. Predicting and guessing: readers sometimes guess in order to try and understand what is being written or talked about, especially if they have first identified the topic. Sometime they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial glance or half hearing.

3. Reading for general understanding: good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the detail. Reading for such general comprehension means not stopping for every word, not analyzing everything that the writer or speaker include in the text.

4. Reading for specific information: in contrast to reading for gist, we frequently go to written and spoken text because we want specific details. The specific item we are looking for referring to scanning.

5. Reading for detail information: sometimes we read in order to understand everything we are reading in detail. This is usually the case with written instruction or direction, or with the description of scientific procedures.

6. Interpreting text: readers are able to see beyond the literal meaning of words in a passage, using a variety of clues to understand what the written or speaker is implying or suggesting.

Peter Westwood (2001 : 8) added that reading comprehension has been described as ‘a complex intellectual process involving a number of abilities.

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Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page.

In order to understand a text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies.

Children who are good comprehension use a variety of cognitive processes when they read. They may: pose mental questions to themselves and seek answers in the text, generate visual images when reading certain types of material, particularly narratives, mentally summarize the main points in a key paragraph, reflect upon and consider the importance or relevance of what they have read.

Readers who understand what they are reading can more easily go beyond the given information on the page in order to predict, infer and make connections. Good readers almost always have some personal feelings or reactions to what they are reading. They become ‘active’ readers in the sense of becoming involved cognitively and emotionally in what they read.

#### II.1.5.2 Principles of reading comprehension

A reading lecturer of, University of Pennsylvania/East Stroudsburg professor Maureen McLaughlin lays out the goal of reading instruction (2012) – “teaching students to become active, strategic readers who successfully

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comprehend text” – and presents ten principles of reading comprehension that every teacher should know:

1. Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text.
2. Most of what we know about comprehension comes from Studying good readers.

They work at making sense of what they are reading, have clear goals, ask themselves questions as they read, monitor their progress, have a repertoire of strategies, problem-solve and “fix up” when they aren’t understanding, discover new information on their own, think about their thinking, and read widely in a variety of texts.

3. It’s all about good teaching.

Effective teachers believe all children can learn; differentiate instruction using a variety of techniques and groupings; understand that students learn best in authentic situations; orchestrate print-rich, concept-rich environments; have in-depth knowledge of reading, writing, speaking, and listening; provide lots of opportunities for students to read, write, and discuss; draw on insights gained from good readers; and constantly use assessment evidence to fine-tune instruction.

4. Motivation is a key factor

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Effective teachers make students want to read by creating the right environment, making compelling texts available, and instilling intrinsic motivation.

5. Explicitly teaching a variety of reading comprehension strategies builds students' reasoning power

These include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring (Does this make sense?), summarizing, and evaluating.

6. Vocabulary development is essential

It is fostered by building students' interest in learning and using new words, developing precision in word use, getting students actively involved in the process, studying how words work, exposing students to new words multiple times, and extending vocabulary development to other subject areas.

7. Students should read a variety of types and levels of text

These should include instructional-level books for teacher-guided lessons and easier texts for independent reading. Motivation and achievement increase when students read texts that interest them.

8. Students should use multiple modes to represent their thinking

Oral and written responses are fine, but students should also be able to sketch, dramatize, sing, and create projects about their reading.

9. Constantly check for understanding

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Teachers should observe students as they read and discuss, look at their informal written responses, and use other assessments – and use insights gained to follow up and fine-tune instruction.

10. Push students to comprehend at deeper levels

Students need to go beyond passively accepting a text message and read between and beyond the lines, thinking about the author's purpose and the underlying message of the text. "Critical literacy focuses on the problem and its complexity," says McLaughlin. "It addresses issues of power and promotes reflection, action, and transformation."

### II.1.5.3 Strategies For Reading Comprehension

Keene and Zimmerman (1997) in the book (Kindergarten to grade 3, 2003: 215) state that Proficient readers are metacognitive readers. They think about their own thinking during reading. In examining the thinking of proficient readers, it has identified approximately in 7 thinking strategies consistently used by effective readers. These include:

1. Activating prior knowledge before, during, and after reading.

Students need to be explicitly taught to use their prior knowledge, or schema, to help them understand a text. This means that they think all of the things they know, the places they have been to, or the experiences they have had related to a topic. When you use your schema, it helps you use what you know to better understand and interact with the text.

2. Determining the most important ideas.

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Students are better able to determine key idea in factual text when they know that approaches reading factual text differs from the approach to reading fiction. Being able to determine the most important ideas in a text enables students to response questions and to synthesize their ideas about the text.

3. Asking questions for themselves, the author and the text.

Readers ask questions to clarify meaning, to speculate on what may happen next, to locate text feature, or to try to understand the thinking of the characters in the story. Students need to learn to ask questions throughout the reading of the text before, during, and after reading.

4. Visualizing and creating other sensory images.

When readers creative mental images, they engage with text in ways that make it personal and memorable to them alone. Anchored in prior knowledge, images come from the emotions and all five senses, enhancing understanding and immersing the reader in rich detail.

5. Inferring.

When reader infer, they use their prior knowledge and textual clues to draw conclusions and form unique interpretations of the text. Many of the ideas, interpretations a reader develops during reading are not directly stated in the text but are inferred by the reader.

6. Synthesizing.

Synthesizing involves bringing together and sorting through an accumulation information and ideas about a text to arrive at an understanding of

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When students retell story, they are synthesizing by identifying and relating only the detail necessary to understand the story.

7. Using fix-up strategies to repair comprehension.

Readers must monitor their own reading to ensure that what they are reading makes sense. It is essential for students to know that reading is a meaning-making activity and that there are strategies they can use independently to repair their reading when comprehension breaks down.

In addition, the other strategies for reading comprehension by Peter Westwood in his book (2008:43) state that strategies such as previewing the text before reading, self-questioning, self-monitoring, rehearsing information, constructing graphic organizer to connect ideas, and overtly summarizing the key points, have all prove valuable.

#### II.1.5.4 Models of Reading

Reading is an essential skill for students of English as a second language. For most of these students it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class. There are three models of reading process: the bottom-up model, the top-down model and the interactive model.

1. The Bottom-up model

The bottom-up model begins with decoding the smallest linguistic units, especially phonemes, graphemes and words, and ultimately constructs meaning from the smallest of the target units. While doing this, the readers apply their background knowledge to the information they find in the texts. This bottom-up



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method is also called data drive and text based reading. In this model, the reader reads all of the words in a phrase, or a sentence before being able to understand. This method that the readers will only be successful in reading if they accurately decode the linguistic units and recognize the relationship between words. David (2003: 70) said that bottom-up models typically consist of lower level reading processes . Students start with fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences and longer texts. Letters, letter clusters, words, phrases, sentences, longer text and finally meaning is the order in achieving comprehension.

2. The Top-down model

This model is the idea of reading as a psycholinguistic guessing game in which the reader uses his or her background knowledge or textual schemata to connect with a text and to relate these to new or unexpected information found in the text I order to understand it. Top-down models focus on Linguistic guesswork rather than graphic textual information. The readers do not to read every word of a text, but rather they concentrate on predicting the next group of words.

Readers might start predicting from the title of the reading text, something that allows them to limit the scope of their reading. David suggests that top-down models, on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predicting a, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-

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down approach to reading, the teacher should focus on meaning generating activities rather on mastery, words recognition (2003:71)

### 3. The Interactive model

Interactive models are based on the interaction between the bottom-up and top-down models. The interactive models is a process based on information from several sources such as lexical, syntactic, semantic knowledge and schemata. While reading, decoding processes can support one another in a compensatory way. If, when reading word by word, reader with good bottom-up skill do not comprehend the texts, they need to use their prior knowledge or schemata to assist them which is called interactive models. David suggests that the models that are accepted as the most comprehensive description of the reading process are interactive models (2003:72).

A reader who relies on top-down models use textual clues and guess wildly at the meaning, but they need to compensate for deficits such as weakness in word recognition and lack of effective bottom-up processing. The interactive models, which is the combination of the bottom-up and top-down processes, lead to the most efficient processing of text. Knowing that interactive models can help the students in achieving success reading, teachers should find reading instructions based on this models.

#### **II.1.5.5 Extensive and intensive of Reading**

As extensive and intensive reading, it has differences both of them. Extensive reading plays a key role in top-down approaches to reading. Extensive reading can be contrasted with intensive reading. Extensive Reading means reading many

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books or long segment of the text without a focus on classroom exercise that may test comprehension skills. Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and or a particular reading skill. Most textbooks used to teach first and second language reading using an interactive reading approach. (Nunan, 2003:71 – 72).

Intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic detail of the passage. Intensive reading calls students' attention to grammatical forms, discourse markers and other surface structural details for the purpose of understanding literal meaning, implications, rhetorical relationship and the like. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Most extensive reading is performances outside of class time. Pleasure reading is often extensive. Technica, scientific and professional reading can ubdercertain special circumstance, be extensive when one is simply striving for global or general meaning of longer passages.

#### **II.1.5.6 Level Of Reading Comprehension.**

Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level Peter Westwood (2001:21). These are :

1. Literal Level is at the literal level the basic facts are understood.
2. Inferential Level is the reader to go beyond what is written on the page Earning or draws conclusions.

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3. Critical Level is the reader assesses the good sense of what he or she is rity, accuracy, and any apparent exaggeration or bias.
4. Creative level is the reader can take information or ideas from what he Has been read and develop a new idea from them. The creative level Stimulates the reader to new and original thinking.

In addition, Peter Westwood in his book says that reading comprehension is often conceptualized as functioning at different levels of sophistication and referred to for example, literal, inferential and critical. The most basic level (literally) is where the reader is able to understand factual information presented in a passage of the text. The next level is inferential level, the reader is able to go beyond the word on the page and infer other details. At a more demanding level (critical reading), the reader is able to appraise what he or she is reading (2008:32).

### II.1.5.7 Factors Affecting Reading Comprehension

The low reading comprehension skills caused by a variety of factors. Martha and Roger in Samrotul (2014 ; 15 ) out the factor which are responsible for the depth of readers' comprehension as follows; difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of a reading selection, adjustment of reading techniques, and rate of reading.

1. Difficulty of material

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The Difficulty of the material is proposed as one of the major causes of lack comprehension. Especially with multiple concepts in reading material. In contributes to difficulty absorbing material.

#### 2. Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. The more broaden knowledge and vocabulary that readers have the most success of reading comprehension they will be.

#### 3. Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures and distracting surroundings may interfere the students' comprehension.

#### 4. Emphasis on word recognition

All assignments will only be wasted if the students know how to make a word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words.

#### 5. Emphasis on oral reading

When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice, students on oral reading, the more accurate, they on comprehending the text.

#### 6. Background of reading selection

Concept about reading material and experience are frequent problems of students' poor reading comprehension. The teacher should care in selecting the type of reading passage. Disorganized text materials such as used advance textbook to younger learners, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers.

#### 7. Adjustment of reading techniques

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension.

#### 8. Rate of reading

The wrong selection in adjusting the reading rate to the type materials, such as newspaper, text book, a novel and magazine might cause failure in comprehending text material.

In addition, Peter Westwood (2008 ; 33) in his book said that Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. The eight most frequently mentioned causal factors are summarized below, together with brief implications for instruction. Such as, limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, the difficulty level of the text (readability), Inadequate use of effective reading strategies, weak verbal reasoning, problems with processing information, and problems in recalling information after reading.

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### II.1.5.8 The Motivation toward Reading Comprehension

Motivation is an important factor in learning. In learning English, the students should have high motivation to make the learning process easier. The success of learning depend on the level of students' motivation. It can drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to researched. By having motivated students will be enthusiastic in teaching learning process so they will be pushed to study English well. Motivation is a factor of high and low of the goal (Brown, 2001:75).

Motivation plays a crucial role in reading development. Learners' attitude affects both their motivation and future reading success by influencing the amount of time that learners spend on reading (Lazarus and Callahan; 2000). Wigfield and Guthrie (1997) also focus on motivation on reading because it is a great contributor to the amount and breadth of reading. Since reading is a skill that can be best improved by practicing, reading amount and breadth are important factors that contribute to reading achievement and performance.

Moreover, students with high motivation in reading course, it can see from their reaction and their activities in the learning process. The relationship between motivation for reading and reading achievement can be explained by Grabe (2009:181) statement that students' high interest are more engaged in reading tasks. In addition, Brophy (2010) describe that student motivation as the extent to which students will invest time, energy and attention towards various tasks, goals or activities. The significance of improving and sustaining high levels of student

motivation for reading and comprehension has been a critical issue since a students proficiency in reading has been found to be a determining factor for success in almost every subject area across the curriculum. Based on the theories above, it concluded that motivation is one of influential factors in reading, without motivation, the goal of learning is difficult to be reached. Students with high motivation more interest in reading course than students with low motivation.

In addition, Murniasih (2013: 17) stated that the motivation of reading itself affected by lots of factors, and those factors depend on the reader's personal reason in deciding their reading purpose. Those purposes could be the desire to seek knowledge, the pleasure of reading activity or the enjoyment of learning the languages. Students usually increase their motivation in reading if they love the content of the book and environment that support them. Meanwhile, the students decrease their reading motivation if they could not find the enjoyment of reading and support from environment. Social life including freinds and parents, students freedom to choose their own book to read and also difficulty of books level are an essential factors effecting motivation.

#### **II.1.5.9 The Attitude toward Reading Comprehension**

Attitude toward reading is defined as an individual's feelings about reading, caused learners to approach or avoid a reading situation (Alexander & Miller; 1976). Harris and Sipay (1990:668) stated that pupils attitudes toward reading can be an important factor in their voluntary reading and reading achievement. Farnan (1996) agreed that attitude directly affects reading achievement, more specifically, she stated that attitude, motivation, and interest

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are interrelated terms associated with feeling, and with learners' inclinations to learn, or in the case of reading, with readers inclinations to read.

Based on the theories above, it can conclude that students' attitudes can give effect on themselves and their reading achievement at school. Every person has the different background knowledge, different home environment and different psychology. Many factors that can affect a person's attitude toward reading either of inside or factors from outside himself.

Walberg and Tsai (1985) have concluded that a positive attitude toward reading is one of the strongest correlates of reading achievement. Factors that contributed to a positive attitude among adolescents included: believing that reading is important, enjoying reading, having a high self-concept as a reader, having a verbally stimulating home environment where verbal interaction takes place regularly. In other word, Mckenna (1994) argues that an individual's attitude toward reading will develop over time, principally as the result of three factors; beliefs about the desirability of reading outcomes, beliefs about the expectation of others, and specific reading experiences. The proposed model predicts that as children mature, more leisure options are available to them in addition to reading. Therefore, students' attitude toward reading will become less positive because they may find other activities more appealing.

In addition, Kubis (1996) concluded that students attribute their positive attitudes toward reading to a significant event or person, generally that students read to as children and how owned personal book collections exhibited more

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positive attitudes toward reading than those who did not. Kirby (2011) stated that another important factor in attitude towards reading is reading ability, how well the students read. Ability, naming speed, and general cognitive factors all play a role in how interested a student is in the reading; the students express interest and value in the tasks they can succeed.

Moreover, Mckenna (1994) model of reading attitude acquisition purposes that attitude toward reading, intention to read, and subjective norms such as culture, family, peer, and environment expectation influence the decision to read. Attitude toward reading depends upon individual purposes for reading, the importance placed upon the reading activity, and the strength of attitude, and attitude relates to beliefs, socials structural, and environmental. Partin (2000) conducted that a study on the relationship between attitude toward reading and its relationship with home environments, reported that a positive reading attitude of students is significantly related to and fostered by the following literacy environment such as being read to as a child, parental interest in their child's reading attitude, having books around the home, receiving books as gifts, and possessing a library card. Positive attitude is also correlated significantly with having friends who like to read and with whom they can discuss and recommend books.

## II.2. Related of Studies

Based on the researcher's ability in doing survey toward the result of the previous research, it had been found the same research topic. It is about

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motivation and attitude, reading comprehension, but different material. The previous research was done by:

**Mohammad Reza Ahmadi** (2013). Magister of school of education studies, university of science Malaysia. The research entitled the relationship between students' reading motivation and reading comprehension. This study was an attempt to find out the relationship between reading motivation and reading comprehension. In his Investigation motivational multiplicity expended on previous literature by including motivation constructs, text genres, specific versus general context. This study corroborated the view that explicit instruction of reading motivation was a feasible tool to enhance students' reading comprehension and benefit most from explicit reading instruction supplemented by practicing in reading motivation activity.

Reading comprehension is one of the most important parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom. But most of the students had difficulty with constructing meaning from the written texts and also they did not have motivation to read any texts. So, as researchers conducted studies in the field of reading motivation, they found that reading motivation was one of the main important factors to facilitate students' reading comprehension. The finding based on this study that reading motivation had a significant positive effect on the English reading comprehension.

The findings, based on this study all learners should be motivated in learning and then they can develop their learning through reading comprehension. This study had mostly dealt with the roles of reading motivation and various kinds

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of motivation in comprehending a reading text. Based on the explanation, this study was related to researcher's analysis. This research about students' motivation and attitude toward reading comprehension. This research focused on motivation and attitude in reading course.

**Guthrie et al (1997)** This study about Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading. This study explored different aspects of children's reading motivation and how children's motivation related to the amount and breadth of their reading. The reading motives assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects. Fourth- and 5th-grade children (N = 105) completed a new reading motivation questionnaire twice during a school year. Children's reading amount and breadth were measured using diaries and questionnaires. Children's reading motivation was found to be multidimensional. Their motivation predicted children's reading amount and breadth even when previous amount and breadth were controlled.

An intrinsic motivation composite predicted amount and breath of reading more strongly than did an extrinsic motivation composite. Some aspects of girls' reading motivation were more positive than boys'. Based on the explanation, it was different from this research. This research was about students' motivation and attitude toward reading comprehension. This research was all of the seventh semester, students at STAIN Bengkalis, whether male or female students.

**Frida et al (2012)**, the title was a correlation between learning, motivation and vocabulary mastery and reading competence. This research was aimed to find out: (1) whether there was any correlation between learning, motivation and

reading competence; (2) whether there was any correlation between vocabulary mastery and reading competence; and (3) whether there was any correlation between learning motivation and vocabulary mastery simultaneously and reading competence. The research was carried out in SMP Negeri 4 Surakarta. The research was conducted from January – April 2012 in the second grade students, academic year 2011-2012.

The data of the research were collected using a questionnaire to collect the data of students' learning, motivation and test to collect the data of vocabulary mastery and students' reading competence. The data were being analyzed using simple correlation and multiple linear regression. The research found that (1) There was significant positive correlation between learning, motivation and reading competence ( $r_{y1} = 0.735 > F \text{ table} = 0.206$ ); (2) There was significant positive correlation between vocabulary mastery and reading competence ( $0.710 > 0.206$ ); (3) There was a significant positive correlation between learning motivation and vocabulary mastery simultaneously and reading competence ( $F \text{ observation } 91.931 > F \text{ table } 3.11$ ).

Based on the above explanation, it can be said that the result of the research was learning, motivation and vocabulary mastery simultaneously supported reading competence. Therefore, reading competence can be explained and predicted from these two parameters. In this study, the researcher wants to investigate the influence of students' motivation and attitude toward their reading comprehension.

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purpose of this study was to verify the relationship among reading trend, reading motivation, reading attitude and self-directed learning of elementary school students. This survey was conducted from 351 students who were in the fifth and the sixth grades in one elementary school in Korea. Those instruments for measurement were reading trend test, reading motivation test, elementary reading attitude survey, and self-directed learning test.

The correlation analysis method had been used to verify the relationship among the students' reading trend, reading motivation and reading attitude, and self-directed learning. The results of this study were the followings: First, the reading trend of elementary school students showed meaningful correlation relationships to self directed learning. Second, reading motivation was revealed as meaningful correlation relationships to self-directed learning. Third, reading attitude showed meaningful correlation relationships to self-directed learning.

The result of the study would be the beginning of a more in-depth discussion on the relationships among the students' reading trend, reading motivation, reading attitude, and self directed learning since it suggests the need for a new strategy in the affective and environmental domain of reading. In this study, the researcher investigated the influence of students' motivation and attitude towards reading comprehension at STAIN Bengkalis.

**Ratnawati Mohd-Asraf**, et al (2016) conducted a research entitled "Elementary Schoolers' Attitudes toward Reading in English: How Boys Feel Relative to Girls". This aimed to describe the results of a study that examined the attitudes of Malaysian primary school boys and girls toward reading in English as

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a Second Language. Using the Students' Reading Attitude Survey, which the researchers adapted from McKenna and Kear (1990) Elementary Reading Attitude Survey, 2,666 responses were analyzed using the non-parametric Mann-Whitney U test.

The findings revealed that the students had positive attitudes toward recreational and academic reading in English as a second language, but that the girls scored significantly higher on all the dimensions of reading attitudes compared to the boys. The results provided some insights into the gender gap between boys and girls in reading literacy. The results also suggested that teachers may benefit from employing a repertoire of teaching strategies in the reading classrooms. The mismatch between teachers' teaching strategies and students' learning needs and abilities could impact upon their learning as they may not address their academic reading needs. Consequently, students' attitudes toward reading, as well as their level of engagement, could be affected.

To help teachers address the fact that boys and girls may have different needs, relevant parties, for example, the school administration, should provide some assistances in the form of training, knowledge-sharing sessions, and up-to-date information regarding gender differences so that teachers were aware of, and consequently work out possible ways to address the issue. By empowering teachers, the students would be able to be helped to grow and reach their potential beyond the classrooms to be lifelong readers. Finally, the teachers and the school should also create the awareness among the parents of the need for differentiated learning, as well as request for their assistance so as to inculcate positive reading

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attitudes at home to ensure that there was a positive extension and continuation between what happened at school and at home.

This study about Elementary Schoolers' Attitudes toward Reading in English: How The Boys Feel Relative to Girls. The result that the students had positive attitudes toward recreational and academic reading in English as a second language, but that the girls scored significantly higher on all the dimensions of reading attitudes compared to the boys. In further study, the researchers investigated the influence of students' motivation and attitude toward reading comprehension at STAIN Bengkalis.

**Aynur Bütün Ayhan, et al ( 2013)** This study was An analysis of children's attitudes towards reading habits. This study aimed to investigate children's attitudes towards reading and to find out whether variables like gender, socioeconomic level, frequency of reading books, and frequency of visiting libraries cause any differences in children's attitudes towards the habit of reading books. This study, which followed a descriptive survey model, was carried out with volunteer children who are attending 8th grade in primary education schools in the Ankara city center and who had no disabilities. 134 children attending schools located in neighborhoods with low socioeconomic level, 143 children attending schools located in neighborhoods with middle socioeconomic level, and 121 children attending schools located in neighborhoods with high socioeconomic level: in total 398 children were included in this study.

In the study a "General Information Form" and "Attitude Inventory on Reading Habit" was used for this study. For the analysis of this research, "Mann

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Whitney U Test” and “Kruskal Wallis Test” were used. As a result of the study, it was observed that variables like socioeconomic level, gender, frequency of reading books, frequency of buying books, frequency of visiting bookshops, having a subscription to a children's magazine, having a library in class and at home create a significant difference on children's total attitude scores towards reading.

Based on the result above, having a library in class and at home, frequency of visiting bookshops, frequency reading books, etc. was a significant difference in children's total attitude scores towards reading. This research focused on the influence of students' motivation and attitude toward reading comprehension at STAIN Bengkalis.

**Burcu üentürk** (2015) carried out a research entitled Investigating EFL (English as a Foreign Language) Turkish students' attitudes and motivation towards reading in English with regards to their proficiency level and gender. The study was carried out at Zonguldak Bülent Ecevit University, the School of Foreign Languages, with the participation of 61 intermediate, pre-intermediate and beginner level EFL learners. Data were collected through a perception questionnaire. A “Foreign Language Reading Attitudes and Motivation Questionnaire” was used to find out the students' attitudes towards reading.

The analysis of the data from the questionnaire revealed that the students' attitudes towards reading in English were neutral, and there was a statistically significant difference between intermediate level learners and preintermediate and beginner level learners. Furthermore, the results revealed statistically no

significant difference between males and females in relation to the participants' attitudes toward reading. The comparison of the different levels of the students' indicated that high proficiency learners had a positive attitude towards reading.

The previous study that mentioned above, this study more focused on the students' motivation and attitude towards reading comprehension. The previous study mostly discussed about the relationship of students' motivation toward reading comprehension and the relationship of students' attitude toward reading comprehension. This study found that there was no a significant relationship of students' motivation toward reading comprehension and also the students' attitude toward reading compression.

**Asifa Rehman** (2013). Hamdard institute of education and social sciences, Handard university Karachi, Pakistan. He carried out a research entitled the impact of motivation on learning of secondary school; students in Karachi: an analytical study. The goal of this research was to find the effect of motivation on learning of students, to find the effect of class environment for the learning of the students, to find the effect teachers' method on the learning of the students, to find the effect of curriculum and ex-curricular activities in the learning of the students, to find the effect of physical facilities on the learning of the students.

The instrument used for data collection was questioned in closed type. The sample of the research were consist 40 teachers and 40 students randomly selected from the population. The data of the research were analyzed through percentage method. In his research, he found that teacher agreed that the usage of effective teaching methods cause to create motivation in students. It was clear from the data

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local goverment to learning process in improving the productive competencies of vocational students in west sumatra region.

This study indicated that the effect of learning motivation on students' productive competencies in vocational high school, west sumatra. This study about learning motivation whether in the subject of the study was different. It analyzed with descriptive quantitative method. The researcher investigated the influence of students' motivation and attitude toward reading comprehension at STAIN Bengkalis.

**Sherliane T.Poi** (2013) Faculty of English FKIP University Sintuwu Maroso Poso, he carried out a research entitled "The Students' Attitude Toward English Reading and It's Correlation to Their Achievement in Reading Comprehension". This research was the quantitative research, correlation. The sample of this research was 35 students as the object of the research. In collecting the data, the researcher used questionnaires and test. The aim of this study was to find out the correlation between the students' attitude toward English and their reading comprehension.

The result of correlation between students' attitude and students' reading comprehension was from 35 students, 100% students that got good achievement in reading comprehension had a positive attitude toward reading, students that got fairly good achievement in reading comprehension 66,66% had a positive attitude and 33,33% had negative attitudes in reading. The students with fair achievement in reading comprehension 61,53% had a positive attitude and 38,46% had a negative attitude. Students with poor achievement in reading comprehension

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45,45% had a positive attitude and 72,72% had a negative attitude. Students with very poor achievement 100% had a negative attitude. The highest score in reading comprehension got from the students with a positive attitude and the lowest score got from the students with a negative attitude.

This study identified that The Students` Attitude Toward English Reading and Its Correlation to Their Achievement in Reading Comprehension and the result that The highest score in reading comprehension got by the students with a positive attitude and the lowest score got from the students with a negative attitude. As stated on the background of the problem, the research focused on the influence of students` motivation and attitude toward reading comprehension at STAIN Bengkalis.

**Siti Sukainah Che Mat and Melor Mhd Yunus** (2014) University of Kebangsaan Malaysia, Selanggor, Malaysia. They conducted a research entitled Attitude and Motivation toward learning English among FELDA school students. The sample was 40 respondents, age between 10-12 years. The data were collected via questionnaires, survey and interview and was analyzed using descriptive statistic. The aim of this study investigated FELDA primary school students` attitude and motivation toward learning English and the learning of language. The findings showed that the students were highly motivated, had a positive attitude toward learning English and were extrinsically motivated, although it did not necessarily translate into favorable effort in improving proficiency. Based on the findings, some recommendations were presented.

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The variable of this study related to the researcher's analysis. This research focused on the influence of students' motivation and attitude toward their reading comprehension at STAIN Bengkalis.

### II.3. Operational Concepts and Indicators

The concept is the main element to avoid misinterpretation and misunderstanding in scientific study. The concept is a form a research plan which should be interpreted in order to be easy to measure. There were three variables used. To investigate the influence of students' motivation and attitude toward Reading comprehension of English Education Study Program at Stain Bengkalis.

In this research, the researcher concluded several factors to be operated which describe the operational concept of the students' motivation in learning reading:

**Intrinsic Motivation:**

1. The students interest in learning reading.
2. The students like in learning reading
3. The students are active and enjoy in learning reading.

**Extrinsic Motivation:**

1. Family's attention toward their children.
2. Teacher's method, strategy and technique toward their students.
3. Students' Environment.

The operational concept of students' attitude in learning reading of cognitive component :

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1. The students believe that learning reading is very important in their life.
2. The students believe that study not only to get a good score but useful knowledge.
3. The students think that book, dictionary and other resources are very important to enlarge their knowledge especially about reading.
4. The students perceive that study English seriously will be receive satisfactory achievement.
5. The students are sure beside study they have to pray to god to succeed in learning.

Whereas the indicators of students' attitude in learning reading of affective component:

1. The students have good interest in learning reading.
2. The students like to study reading.
3. The students like to review their lesson.
4. The students feel comfortable in the classroom when reading is being taught.
5. The students enjoy doing the assignments given by teachers.

The indicators of students' attitudes in learning reading of behavioral component:

1. The students are diligent to enter the reading class`
2. The students have full attention in learning reading.
3. The students do assignments given by teachers.





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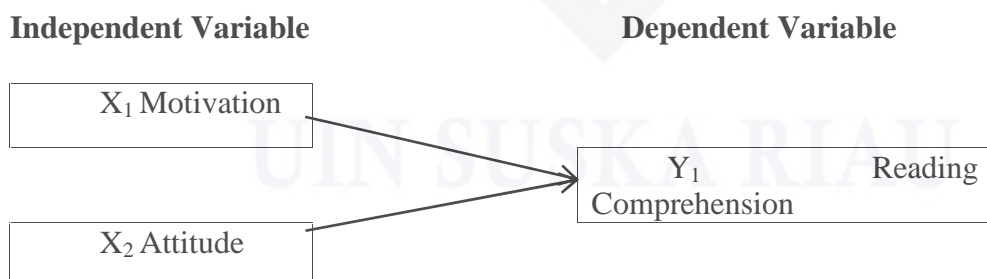
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4. The students always effort to look for other sources to improve their reading score.
5. The students are active in teaching and learning reading.

The indicators of reading comprehension:

1. The students identify the topic: the best title, main subject, main topic, mainly about.
2. The students find for specific information in the text: what, why, which based on the text.
3. The students find for detail information in the text: According to the passage.
4. The students find for detail information (unstated detail) in the text: Not true, except in the text.
5. The students find interpreting text: close meaning, refers to.

**Table.II. 1**  
**The Diagram of Operational Concept**



**Table.II. 2**  
**The Indicators and Blue Print**

Variable	Indicators	Techniq	No Of Item
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<p>The Students' Motivation (Variable <math>X_1</math>)</p>	<p>a. Intrinsic Motivation b. Extrinsic Motivation</p>	<p>Questionnaires (Linkert Scale)</p>	<p>a. (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29) b. (2,4,6,8,10,12,14,16,18,20,21,22,24,26,28,30)</p>
<p>The Students' Attitude (Variable <math>X_2</math>)</p>	<p>a. Affective b. Cognitive c. Behaviour</p>	<p>Questionnaires (Linkert Scale)</p>	<p>a. (1,4,7,10,13,16,19,22,25,28) b. (2,5,8,11,14,17,20,23,26,29) c. (3,6,9,12,15,18,21,24,27,30)</p>
<p>Reading Comprehension (Variable <math>Y</math>)</p>	<p>a. The students identify the topic: the best title, main subject, main topic,</p>	<p>Reading Comprehension Test ( In Mutiple Choice Item )</p>	<p>a. 1, 6, 11, 16, 21, 22, 26</p>

## Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

<p>mainly about.</p> <p>b. The students find for specific information in the text: what, why, which based on the text.</p> <p>c. The students find for detail information in the text: According to passage.</p> <p>d. The students find for detail information (unstated detail) in the text: Not true, except in the text.</p>		<p>b. 2, 8, 12, 15, 18, 19, 29</p> <p>c. 7, 24, 27</p> <p>d. 4, 9, 14, 20, 30</p>
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	e. The students find interpreting text: close meaning, refers to.	e. 3, 5, 10, 13, 17, 23, 25, 28
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**II.4. Assumptions and Hypothesis****II.4.1. Assumption**

It is assumed that there is a significant influence of students' motivation and attitude toward their reading comprehension of English education study program at STAIN Bengkalis.

**II.4.2. Hypotheses**

Ha<sub>1</sub> : There is a significant relationship between students' motivation and their reading comprehension at STAIN Bengkalis.

Ha<sub>2</sub> : There is a significant relationship between students' attitude and their reading comprehension.

Ha<sub>3</sub> : There is a significant influence of students' motivation and attitude toward reading comprehension.