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READING COMPREHENSION: SELF-CONCEPT AND MOTIVATION

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Cetakan I, Mei 2014

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Diterbitkan oleh: SIMETRI, Percetakan dan Penerbitan

Jl. Srijaya Negara Lrg. Jaya Sempurna 2015, Bukit Besar, Palembang

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Email: simetri.penerbit@yahoo.com; akhmadbama@yahoo.com

xiv + 58 hlm.; 23,5 × 15,5 cm

ISBN 978-602-1160-02-2

Buku ini diketik dan didesain dengan menggunakan program $\text{\LaTeX}$ 2 ϵ

Isi di luar tanggung jawab penerbit

Preface

Reading self-concept and reading motivation are two important factors in reading comprehension. Theoretically, reading self-concept and reading motivation influence reading comprehension. Reading self-concept consists of positive and negative ones. These are influenced by prior behaviours and performance. The reading self-concept includes a range of areas, such as academic self-concept, subject matter specificity, verbal ability, physical self-concept, social self-concept, peer relations, and parent relations. Whilst reading motivation can be classified as intrinsic and extrinsic ones. Reading comprehension itself consists of several types, namely literal comprehension, reorganization, inference, prediction, evaluation, and personal response.

This book is concerned with the influence or the correlation among reading self-concept, reading motivation, and reading comprehension of students of Junior High School Number 1 in Belitung. Specifically for the eighth grade students of Junior High School Number 1 in Belitung.

This book is hopefully beneficial not only for the teachers of English teaching at junior high schools but also for the students who learn English as one of supplementary references. It may also be useful for anybody who is interested in teaching or learning English as a foreign language.

Supeni & Sofendi

Acknowledgements

In writing this book, some people undoubtedly helped the writers. Therefore the writers would like to appreciate their valuable efforts, particularly to the Principle of SMP Negeri 1 Belitang and his staff members as well as his students in helping the writers get the data for writing this book. In addition, the writers would also thank the librarians of Sriwijaya University Library for their help providing some references for the purpose of writing this book. Last but not least, the writers would also to thank everybody who has helped the writers directly or indirectly in writing this book.

Palembang, May 14, 2014
The Writers,
Supeni & Sofendi

Publishers Forward

This book entitled Reading Comprehension: Self-concept and Motivation provides some knowledge in the field of English reading comprehension. It can be used by English teachers as one of their references for teaching English reading comprehension to learners who learn English as a foreign language. In addition, it can also be used by anybody who is interested in teaching English, particularly reading comprehension as one of supplementary references.

At this valuable opportunity, I would like to thank the writer who trusts the SIMETRI to publish this book.

Palembang, May 14, 2014

SIMETRI, Percetakan dan Penerbitan

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Chapter 1

Introduction

One of the aims of teaching English at junior high schools is to develop the communicative competence orally in written to achieve the functional literacy level (Standar Nasional Pendidikan, 2005). English has four fundamental skills; listening, speaking, reading and writing. In teaching reading, one of the aims is to teach students how to comprehend different text genres when students are expected to read a wide range of material to gain knowledge and literary experience (Guthrie et.al., 2007).

Therefore, reading is very essential for survival. Reading is the most important activity we can do to survive in life (Cuesta, 2003). In this global era, where the reading material is abundant, not only in written forms but also available in electronic media, the ability to read and catch the core of reading is truly needed. Reading is the most important academic skill and the foundation of all academic learning. If students cannot read, they are on the road of failure (Ardiansyah, Sofendi, & Sitingjak, 2006).

So, reading is central to learning-in school, in the workplace, and in everyday life. Reading is the key for learning. By reading, people broaden their knowledge about the world around. Having deep understanding about certain knowledge will be very helpful to develop their lives professionally. In contrast, without reading, it will be very difficult to keep up with the world. The development of the world is happening rapidly. Reading helps people to be updated about it. Reading will help students deepen their understanding on the subjects they are learning. The ability to read effectively and efficiently

will then determine the success or failure of their study. To get the core of the text being read is the ultimate goal of reading. It means that the readers comprehend the text well, so that the main message of the text will be transferred successfully. Moreover, Snow (2002) states that learning to read well is a long-term developmental process. At the end point, the proficient readers can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. She explains further that reading comprehension was informed by a vision of proficient readers who are capable of acquiring new knowledge and understanding new concepts, are capable of applying textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read.

To achieve the goal of learning English, there will be some factors that affected it. Self-concept and/or motivation are two of the factors influencing the students achievement in learning a language. Choosri and Intharaksa (2011) found that 140 second-year vocational certificate students who participated in their research have studied English in order to be successful in their future education and career. They found that the instrumental motivation had more impact on students than the integrative one. So, motivation has positive relationship with students English learning achievement.

Another research done by Liu (2009) proves that students who have less satisfying academic performance may develop less positive academic confidence, which in the end leads to lower self-concept. On the other hand, students with less positive academic self-concept are more likely to lack learning motivation, which may result in poor academic performance. Academic self-concept and academic achievement tend to affect and determine each other. In line with this finding, Damme, Opdenakker, De fraine, and Mertens (2002) found that academic self-concept and academic achievement are each other's cause and effect. The path leading from academic achievement to academic self-concept holds an important message for counseling of students at times of study career choices. This will prevent unreasonable high choices and in effect a damaged self-concept. This damaged self-concept will in its turn affect the performances of the

students.

Another research was done by Coetzee (2011). The results of the study explain that there exists a significant relationship between academic self-concept and academic achievement. Academic self-concept and academic achievement are positively correlated. Therefore, students with a higher academic self-concept tend to achieve better academically. So, based on those researches, students self-concept and motivation have contribution to students success in learning.

As mentioned before, motivation takes a very crucial part in learning. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Decy & Ryan, 2000). A person who feels no inspiration to act is viewed as a person who is unmotivated, whereas someone who is energised or activated towards an end is considered to be motivated. Especially for older children and adults, motivation is one of the most important factors that affect achievement in foreign languages. To be a good learner, a student has to have good reasons for learning languages, because learning is long, arduous, and sometimes expensive.

Decy and Ryan (2000) stated that intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tends to vary across subject areas, and this domain specificity increases with age. Motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age.

It is necessary to employ a multifaceted approach to motivation. Mihandooost (2012) proposes three main features comprise the students motivation: (1) the students attitudes toward learning and learning tasks, (2) their feelings and thoughts about themselves as students (self-concept), and (3) their sense of effectiveness in finding out how to eliminate problems.

Reading motivation is defined as the individuals personal goals, values and beliefs with regard to the topics, processes, and outcomes of reading (Guthrie et al., 2007). It can be said that reading motivation refers to the internal states that make people read. Motivation

to read is complex construct that influences readers choices of reading material, their willingness to engage in reading, and thus their ultimate competence in reading (Pitcher et al., 2007).

Another thing that is important is self-concept. Self-concept is usually defined as the perceptions people have of themselves, but self-perceptions can be described using terms such as self-concept, self-esteem, and self-efficacy. Sanchez and Roda (2003) defined self-concept as a component of human personality development. It is developed through the process of self-reflection and is susceptible to change. Shavelson(1976) noted that self-concept can be described as an organized, multifaceted, hierarchical, and developmental construct. Self-concept refers to the composite of ideas, feelings, and attitudes people have about themselves. So, self-concept can also be considered as our effort to explain ourselves to ourselves, to build a scheme that organizes our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static.

Self-concept has at least three sub components; academic, social and physical (Sanchez & Roda, 2003). Students are usually aware that they have both strengths and weaknesses, that they do some things well and other things poorly. Students may have somewhat different views about themselves in these three areas. The self-concept develops through continuous self-assessment in different circumstances. Self-concept, like all other cognitive concepts, develops and refines with growing age and increasing experience.

Reading self-concept is an indication of students perception of themselves as good or poor readers, with a good deal of agreement between students self-reports and average reading achievement. Students self-concept in reading was assessed based on their agreement with statements about their ability to read.

Reading self-concept, value of reading and goals for reading are three construct that is believed had the greatest potential for influencing the development of reading skill (Quirk, Schwanenflugel, & Webb, 2009).

The ideal standard of students competence has already established, unfortunately there are some sad facts about Indonesian students reading achievement. For reading result of PISA2009, the Indonesian rank was number 57 out of 65 countries. The other is the lit-

eracy level. The Indonesian rank was number 117 out of 205 (OECD, 2009). Furthermore, the reading score of Indonesian students in East Asia as reported by The International Association for the Evaluation of Education Achievement is 51.7 and the ability of mastering the reading materials is also low, 30% (Waslman, 2003). Sudarmi (2009) stated on her survey result that the reading skill of students in Palembang, South Sumatera province for the 8th grade only 9.8% were better than level 6 and 71.13% were under level 6. Diem (2011) also found out that the literacy skills achievement of the fifth graders in Palembang was still at poor level too, with the mean of only 54.77. She also found out that students reading attitude, reading habit, and reading achievement of the students of Senior High Schools (SMA) in South Sumatera was still low, with mean score for reading attitude and reading habit was 69.7 and for reading achievement was 47.84 (Diem, 2012).

In accordance with these facts, based on the result of the First Semester Examination of 2012/2013 at SMP Negeri 1 Belitang, the result of students mean score for reading achievement is 61.1, under the minimum passing grade that is 70. When asked about students motivation to read in classroom activities and their self-perception toward reading, it is found that their motivation to read and their self-perception toward reading is low. Moreover, there are some difficulties related to understanding different types of genre. Cuesta (2003) argues that many students take reading for granted. They are too busy to read and they do not enjoy reading.

Therefore, based on the description above, the purpose of this study is to find out The correlation among reading self-concept, reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang.

Therefore, the problems of this study are formulated in the following questions: (1) What is the reading self-concept level of the eighth grade students of SMP Negeri 1 Belitang?, (2) What is the reading motivation level of the eighth grade students of SMP Negeri 1 Belitang?, (3) Is there any significant correlation between reading self-concept and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang?, (4) Is there any significant correlation between reading motivation and reading comprehension

achievement of the eighth grade students of SMP Negeri 1 Belitang?, (5) Is there any significant correlation among self-concept, reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang?, (6) How much does reading self-concept contribute to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang?, (7) How much does reading motivation contribute to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang?, and (8) How much does reading self-concept and reading motivation contribute to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang?

The above problems are aimed at finding out what is the reading self-concept level of the eighth grade students of SMP Negeri 1 Belitang, what is the reading motivation level of the eighth grade students of SMP Negeri 1 Belitang, whether or not there is a significant correlation between reading self-concept and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang, whether or not there is a significant correlation between reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang, whether or not there is a significant correlation among reading self-concept, reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang, how much reading self-concept contributes to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang, how much reading motivation contributes to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang, and how much reading self-concept and reading motivation contribute to reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang.

The results of this study can hopefully give useful contributions to the eighth grade students of SMP Negeri 1 Belitang, the English teachers of SMP Negeri 1 Belitang, and also the writers themselves. That is they know how great their reading self-concept and reading motivation to read influence their reading comprehension achievement, they get very beneficial information on how great students reading self-concept and reading motivation influence their students

reading comprehension achievement, and their bolsters their knowledge about how reading self-concept and reading motivation influence students reading comprehension achievement and also gave their some great experience of conducting an educational research respectively.

Chapter 2

Literature Review

This chapter describes self-concept, motivation, kinds of motivation, reading motivation, reading, reading comprehension, reading self-concept, reading motivation and reading comprehension achievement, recount text, teaching and learning at SMP Negeri 1 Belitang, and previous related studies.

2.1 Self-Concept

Self-concept is usually defined as the perceptions people have of themselves, but self-perceptions can be described using terms such as self-concept, self-esteem, and self-efficacy. Sanchez and Roda (2003) defined self-concept as a component of human personality development. It is developed through the process of self-reflection and is susceptible to change.

Shavelson(1976) noted that self-concept can be described as an organized, multifaceted, hierarchical, and developmental construct. It means that individuals categorize the immense amount of information they have about themselves and relate this information to one another. Then, the specific facets symbolize a self-referent category system adopted by an individual. Hierarchical means there are certain hierarchy for certain aspect, as perceives personal behavior in specific at the base of the hierarchy, inferences about the self in broader domain at the middle of the hierarchy, and a global, general self-concept at the apex. As an individual grows up, self-concept in

response then increasingly develop, as the individual moves from infancy to adulthood.

Another definition of self-concept is self-concept refers to the composite of ideas, feelings, and attitudes people have about themselves (John, 2000). He further explained that self-concept can also be considered as our effort to explain ourselves to ourselves, to build a scheme that organizes our notions, sentiments and approach about ourselves.

Positive and Negative Self-Concept

Jerajani (2006) explains how a person thinks about himself affects his behavior to a great degree (as cited in Zahra, 2010). A positive view of self makes one confident giving himself high self-esteem which results in a positive self-concept. Positive self-concepts make him feel capable and competent. His actions demonstrate those feelings, and others react positively to his actions, which, in turn, validate those feelings. These conditions are promoted in individuals security and self-confidence which results in a well-adjust social behavior.

On the other side, low love of self, and lack of positive opinion about self, a lot of criticism and judgment, blaming himself and having self-doubt contribute to a negative self-concept. Here, the person experiences uncertainty and lack of self-confidence in his capabilities which results in general anxiety in situation. These negative feelings affect his actions and others reactions, validating negative feelings about self.

2.1.1 Factors Influencing the Development of Self-concept

Ormrod (2000) mentions there are three factors, which definitely do influence the degree to students from positive or negative self-concept: their own prior behaviors and performance, the behaviors of other individuals toward them, and the expectations that others hold for their future performance (as cited in Zahra, 2010)

Students Prior Behaviors and Performance

Learners at various levels have experienced successes and failures. Those experiencing success tend to project a more positive academic self-concept than those with more failure experiences. Since success has been linked to high self-concept and academic achievement, failure would also contribute to a low self-concept and future failure in academic situations.

Behaviors of Others

The behaviors of other people, both adults and peers, also play a crucial role in the development of students self-concepts. How these individuals behave toward a child communicates their evaluations of the child and their beliefs about his or her worth as a person.

Expectations for Students Future Performance

People in a students life often communicate expectations for that student through their behaviors. Students tend to have more positive self-concepts if the parents and teachers have high expectations and they offer support and encouragement for the accomplishment of challenging goals. It has proven that when parents and teachers expect children to achieve academically, those children are more likely to have confidence in their own academic capabilities (Sanda, 2011).

The result of all this feed-back from others is that students perceptions of themselves are usually similar to how others perceive them. Their conceptions about their physical ability are correlated with the insights of their physical education teachers. And their perception of competence in social situations depends on their actual fame with peers.

2.1.2 Components of Self-Concept

Self-concept includes a range of areas or facets, some of which are part of certain personality aspects (physical, social, emotional) while others are linked to academic achievement; in different areas and subjects (Sanchez & Roda, 2003).

Academic Self-Concept

Shavelson (1976) explains academic self-concept is one of the facets of general self-concept. The most important component of general self-concept for a teacher is academic self-concept, the part that deals with peoples beliefs of their ability as students.

Academic self-concept refers to how well we perform in school or how well we learn. Self-concept and school performance strongly interact. Children enter expecting to learn and do well, but as they progress, their activities and achievements change this anticipation. There are two levels: a general academic self-concept of how good we are overall and a set of particular content-related self-concepts that describe how good we are in specific subject (Shavelson & Bolus, 1982).

Subject Matter Specificity

Academic self-concept is further differentiated and refined with growing age. Students may have varying self-concepts in various school subjects depending upon the impressions of teachers, class fellows and parents about the students competence in a specific subject, particularly, the students own performance in the subject.

Verbal Ability

Andrew (2005) states generally the verbal ability stands for a person's skill of putting ideas into words, both oral and written (as cited in Zahra, 2010). This skill requires not only an active vocabulary but also the ability to select the right words to convey nuances of meaning to a chosen audience. Verbal ability also includes the ability to organize words in coherently. Verbal ability is a part of the traditional construct of intelligence, with most conventional intelligence tests measuring verbal ability, quantitative reasoning, and logical thinking.

Verbal ability is usually demonstrated as the ability to write and speak well. Many students cannot help themselves by putting their ideas into words. They feel trouble while writing effectively because of poor vocabulary. They cannot express their ideas in an effective

way. To help them, teachers need to explain things in classrooms. Explaining is frequently a verbal process.

Physical Self-Concept

The physical aspect of self-concept relates to concrete physical features: what we look like, our gender, height, weight, etc.; what kind of clothes we wear; what kind of car we drive; what kind of home we live in; and so forth (Huit, 2004). In line with this description, Shavelson (1976) mentioned that physical self-concept (PSC) is a persons perceptions of himself/herself formed through experience with and interpretations of him/her environment related to her physical domain.

According to Harter (1999), physical self-concept is part of general self-concept. Three domains (physical appearance, peer popularity and athletic competence) are linked to peer-approval; and two domains (scholastic competence and behavioral conduct) to parental-approval. Only two domains of physical self-concept i.e. Physical Appearance and athletic competence will be discussed in present study.

Physical Appearance. According to Kjalman (2006) one of the many elements in self-schemas are body images, cognitive maps of the physical self (as cited in John, 2000). The forming of body image is a basis for self-concept development. The imagined self and the actual somatic styles of an individual are influenced by those body images. Thus, the person may exhibit to others a systematic variance in how he or she walks, gestures, or expresses the self through voice or facial expressions, in different states of mind. When ideal body images are active, the movements and sensations may be flowing and graceful; when dreaded body images are active, they may be awkward and constricted.

Athletic Competence or Physical Abilities. Athletic competence is another domain of physical self-concept. It is important since there are many benefits of physical activities to the health of young people. Physical activity is an aid in childrens well-developed psychology.

Social Self-Concept

According to Myburgh, Gabler, and Niehause (1999), the social self refers to the learners perception of themselves in a context. This measure of self-concept reflects the extent to which learners deem themselves effective, accepted, respected and appreciated by others in social contexts. For the learner, it also describes the extent to which they, among other things, believe that they are popular with others, capable of getting along with others, making friends easily and living up to any situation. These factors influence the social self-concept of the learners. Some aspects of social self-concept include:

Peer Relations

According to Holly and John (2000), peer relations refer to which same-age peers accept or reject other students. According to Hunt (1997), adolescents tend to spend more time with peers that with their parents. Consequently, satisfaction with peer relationships leads to the development of a positive social self-concept. She goes on to say that adolescents who are accepted by their peers tend to experience positive self-concepts and higher academic achievement. On the other hand, those less accepted experience both social and academic problems. For the adolescents, conformity with peer norms is a critical factor.

Parent Relations

Hamachek (1995) reviewed self-concept literature and came to the conclusion that learners whose parents are involved and supportive and who set reasonable and reachable expectations have positive social self-concepts.

Reading Self-Concept

Reading self-concept refers to childrens global beliefs of their competence in reading formed on the basis of past mastery experiences, social comparison with peers, and feedback from others (Bong & Skalaalvik, 2003).

Examining the reading self-concept is needed to investigate the relationship of reading achievement and reading self-concept. Matching variables in similar domain will give strongly relationship.

2.2 Motivation

To be motivated means to be moved to do something. Motivation in the learning context as the willingness to engage in meaningful tasks. A person who feels no inspiration to act is viewed as a person who is unmotivated, whereas someone who is energised or activated towards an end is considered to be motivated (Deci & Ryan, 2000).

2.2.1 Kinds of Motivation

Intrinsic Motivation

Deci and Ryan (2000) state intrinsic motivation has been operationally defined in two ways. Firstly, it implies that the activity is done out of the free choice of the individual. No one forces him/her to do a particular activity; and yet he/she does it. It is then assumed that intrinsic motivation is present. Secondly, intrinsic motivation is the self-report of the individual of the interest in and the enjoyment of the activity. Once more it is assumed that intrinsic motivation exists.

Intrinsic motivation is a kind of motivation that comes from within the individual. It does not require any external element in order to be present. Intrinsically motivated students are driven from within. They have the inner need, and they want to be competent and successful. They generally have more curiosity about everything than students without intrinsic motivation. Intrinsic motivation implies doing an activity for the inherent satisfaction that it brings rather than for some separable consequence. People are intrinsically motivated to do some activities and not others, and not everyone is intrinsically motivated for any particular task (Deci & Ryan, 2000).

Crouset (2000) state that intrinsically motivated students have some of the following characteristics (as cited in Coetzee, 2011): a desire for inner enrichment, goal-orientation, anticipation or expectation that an objective will be met, concentration on the learning

task, persistence and practice, interest in the object or theme, a desire to undertake independent study, and the view that learning is a meaningful activity.

Extrinsic Motivation

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not, strictly speaking, intrinsically motivated. In the literature, extrinsic motivation has typically been characterized as a pale and impoverished (even if powerful) form of motivation that contrasts with intrinsic motivation (Deci & Ryan, 2000).

Extrinsic motivation is a construct that is relevant whenever an activity is done in order to attain some reward. It is thus in contrast to intrinsic motivation, which refers to doing an activity simply for the enjoyment itself, rather than for its instrumental value (Deci & Ryan, 2000). It is a drive that leads to a behavior that resides outside the individual, a drive to perform in order to receive parents or teachers praise and acceptance, to receive high marks, etc.

Crouset (2000) pronounce that the following characteristics are some of typical of people who are extrinsically motivated (as cited in Coetzee, 2011): they are usually unsure of themselves and their own abilities, they are not creative, their performance depends largely on external pressure or encouragement, they have no ambition to extend their knowledge beyond the basics, they show a high degree of detachment and do nothing that is not expected of them, they tend to be pessimistic about their chances of success, they concentrate on the realization of short-term objectives, and they rely heavily on the help from their lecturers, and on other external factors such as recognition, approval and encouragement.

2.2.2 Reading Motivation

Baker and Wigfield (1999) argue because reading is an effortful activity that children can choose to do or not to do, it requires motivation. Achievement and motivation in specific domains such as reading are construed as multidimensional phenomena. Factor analysis has

distinguished at least nine components of reading motivation: (a) interest, (b) preference for challenge, (c) involvement, (d) self-efficacy, (e) competition, (f) recognition, (g) grades, (h) social interaction, and (i) work avoidance.

Guthrieet (2007) divides L1 reading motivation into the following three categories, which entail 11 sub-components:

1. Competence and Reading Efficacy: reading efficacy, reading challenge, and reading work avoidance
2. Achievement Values and Goals Intrinsic motivation: reading curiosity, reading involvement, and importance of reading. Extrinsic motivation: competition in reading, reading recognition, and reading for grades
3. Social Aspects of Reading: social reasons for reading and reading compliance

The first category is concerned with an individual's sense of efficacy and beliefs about their ability, and consists of Reading Efficacy, Reading Challenge and Reading Work Avoidance. The notion of Reading Challenge refers to the satisfaction of understanding complicated ideas in a text whereas the notion of Work Avoidance refers to aspects of reading the informer dislike.

The second category is derived from theories of intrinsic and extrinsic motivation, achievement goal orientation, and achievement values, and is further sub-categorized into two parts. The first is mostly concerned with intrinsic motivation, and the second with extrinsic motivation and performance goal orientation. The former entails Reading Curiosity, Reading Involvement, and the Importance of Reading. Reading Curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest whereas Reading Involvement refers to the enjoyment involved with reading different kinds of texts.

The second sub-category includes Competition in Reading, Reading Recognition, and Reading for Grades. These three aspects are separate from one another in that Reading Competition is concerned with an individual's attempt to outperform others in reading, Reading Recognition is related with tangible forms of recognition such

2.3 Reading

Reading is central to learning in school, in the workplace, and in everyday life. How well children learn to read sets the foundation for their future success. Promoting reading can have a major impact on children/young people and adults and their future (Clark & Rum-bold, 2006).

Reading skills are an important tool that students need to become academically successful. When studying almost any area in the school curriculum they use texts to acquire new information. Therefore, when reading a text the goal is to understand its content. It is a process that exceeds decoding, and includes comprehension processes of the word, sentence, and text level. A child who does not learn to read and comprehend in the early school years has severe difficulties also in studying other school subjects.

2.3.1 Reading Comprehension

The purpose of reading is comprehension, or to get meaning from written text. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

Snow (2002) explains reading comprehension is a complex process: the reader constructs meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text. The more background information related to the text the reader possesses, the easier it is for him or her to understand the text. When reading the text he or she activates the previous knowledge about the topic.

She adds that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

Reading comprehension is the consequence of an extended amount of engaged reading. Engage reading is motivated, strategic, knowledge driven, and socially interactive (Guthrie et al., 2007).

as teacher or peer approval, and Reading for Grades is associated mainly with the teachers evaluation of learners' reading performance.

The last category consists of Social Reasons for Reading and Reading Compliance, based on the assumption that reading can be a social activity in a way that children often read in social settings and, thus, read to achieve social goals. Social Reasons for Reading are concerned with the process in which children share the meanings of the text with significant others, whereas Reading Compliance refers to the kind of reading required by the teacher.

From those dimensions of reading motivation, Taboada, Tonks, Wigfield, and Guthrie (2008) focus on five related dimensions of reading motivation that constitute a construct called internal motivation for reading. These five dimensions of reading motivation are: (a) perceived control, (b) interest, (c) self-efficacy, (d) involvement, and (e) social collaboration.

Guthrie et al. (2007) state the intrinsic reasons for reading related more strongly than do the extrinsic reasons. The intrinsic reading motivation link to: (1) greater reading frequency and greater breadth of reading, (2) greater reading enjoyment, (3) greater retention of key information, and (4) greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks.

It is also mentioned that several aspects of intrinsic motivation predict breadth of reading and reading comprehension. They are: (1) importance of reading, (2) curiosity, and (3) preference for challenging reading. In line with this, there are some factors influencing students' reading motivation. When children were asked who got them interested in an excitement about reading, they could be family members (especially mother), teachers and themselves (Edmunds & Bauserman, 2006).

Extrinsic reading motivation, on the other side, are made up of three aspects; recognition, grades and competition.

Types of Reading Comprehension

There are six types of comprehension that can be useful in helping students become interactive readers, as Nuttal (1996) cited in Day and Park (2005) explain as follow:

1. **Literal comprehension:** Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.
2. **Reorganization:** Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view.
3. **Inference:** Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.
4. **Prediction:** prediction involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.
5. **Evaluation:** It requires the learner to give a global or comprehensive judgment about some aspect of the text. In order to answer this type of question, students must use both a literal understanding of the text and their knowledge of the text's topic and related issues. Some students, because of cultural factors, may be reluctant to be critical or to disagree with the printed word. In such circumstances, the teacher might want to

model possible answers to evaluation questions, making sure to include both positive and negative aspects.

6. **Personal Response:** It requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

2.4 Reading Self-concept, Reading Motivation and Reading Comprehension Achievement

Motivation plays an important role in the process of becoming proficient readers. There is a connection between how much children read and their reading skill. It should be noted that one potentially important variable linking to students motivation to read. There is also bidirectional relationship between motivation to read and reading skill development (Quirk, Schwanenflugel, & Webb, 2009). Reading motivation and reading comprehension is correlated and motivational conditions then can increase reading comprehension (Guthrie et al., 2007). Motivated students will engage in more reading and will have positive attitudes toward reading. When children are motivated to read, they are more likely to be engaged in reading and, therefore, comprehend better.

Self-concept and achievement variables in matching domains are more strongly correlated than self-concept and achievement variables in non-matching domain (Quirk, Schwanenflugel, & Webb, 2009). Therefore, examining the relationship between reading self-concept, reading motivation and reading achievement is likely to be more powerful than simply examining the relationship between general academic self-concept, general academic motivation and general academic achievement.

2.5 Recount Text

When a writer is going to deliver messages, there should be a clear communicative purpose. Before writing, a writer will ask questions why he/she does it. This then will determine kinds of genre he/she is going to explore. In short, the communicative purpose of writing, consequently, will determine how a text is structured and what linguistics features will be employed in the texts.

By recognizing certain amount of text genres, students finally will know and understand the requirements of certain text genre that will differ one another, so that students will improve his/her sensitivity toward any kinds of text he/she finds in his/her life (Depdiknas, 2004).

The direct consequence of understanding this discourse is that students should be exposed to the texts that fulfill the prerequisites of a discourse. A text for reading comprehension, for instance, should have a clear communicative purpose, developed based on recognizable text structure and had an interesting and understandable idea (Depdiknas, 2004).

For secondary students, there are five kinds of text (genre) they have to learn. They are procedure, descriptive, recount, narrative, and report. In every grade, there will be different genre. For the eighth grade students, descriptive and recount will be discussed at the first semester and at the second semester, recount and narrative (SNP, 2005). Each genre has a specific term in social function, generic structure, lexico-grammatical features, and samples of kind of text. Most or all of genre will be examined in National Examination.

Based on teachers and students opinions and experiences, compared to descriptive and narrative, recount text is more complex and more difficult. Moreover, in some types of recount text, for instance in biography/auto-biography, travel report, and sport report, the level of the language used is more scientific, that rarely exposed to students. Therefore, recount text will be used in this research.

The social function of recount text is to retell past events for the purpose of informing or entertaining.

The generic structures of recount text are orientation (provides the setting and introduce participants), series of events (tell what

happened, in what sequence) and re-orientation (closure of event).

The lexicogrammatical features of recount text focused on specific participants, use of material processes, circumstances of time and place, use of past tense and focus on temporal sequence.

The examples of text are journal, diary, private letter, biography/autobiography, travel report, police report, sport report and history.

2.6 Teaching and Learning at SMP Negeri 1 Belitang

English curriculum of SMP Negeri 1 Belitang is based on the School Based Curriculum (KTSP) and has been applied for the first level to the third level since 2007-2008 academic year. SMP Negeri 1 Belitang uses the School Based Curriculum as the guideline in the teaching and learning activity. Teachers design the syllabus and the lesson plan based on it.

There are 68 teachers in SMP Negeri 1 Belitang. Most of them are certified and teach in accordance to their professional education. There are seven English teachers at SMP Negeri 1 Belitang. All of them are certified, ranging from eight to 25 years teaching experience. English is being taught five lesson hours (5x40) per week. SMP Negeri 1 Belitang has 27 classes, 9 classes for each grade. Almost of the class consist of 32 students. The total numbers of the student are 842.

2.7 Previous Related Studies

Quirk, Schwanenflugel, and Webb (2009) examined 185 second-grade students from four elementary schools located in a rural area of the southern United States participating in a study on the development of reading fluency. Of the participants, there are Caucasian, African American, Hispanic, Asian, and multiracial. They found that (1) low reading motivation as both a consequence of limited skill acquisition and a cause of later reading failure, (2) students reading self-concept begins to have a direct impact on their subsequent reading skill development, and (3) students goal of reading were

significantly related to their self-concept as a reader. Children who believe that they are good readers (high reading self-concept) may feel encouraged to carry out the extensive reading practice that enable them to become good readers.

In line with the previous finding, Marinak, and Gambrell (2010) examined gender differences of 288 third-grade average readers (145 girls and 143 boys) of Caucasian, African American and Asian as assessed by the Motivation to Read Profile. Report the data analysis revealed that (1) boys who are average readers are less motivated to read and their self-concept seen from value reading is also less, and (2) low reading achievement and decreased motivation is correlated positively. It means that boys who struggle to read are less motivated to spend time reading.

As in PIRLS 2006, it was found out that students characterizations of themselves in terms of the levels of the reading self-concept index were broadly aligned with their average achievement. Students at the high level had average achievement 50 points higher than students at the medium level, and those at the medium level had average achievement more than 40 points higher than students at the low level (Kennedy & Trong, 2006).

Chapter 3

Research Method

This chapter describes the research design, variables of the study, population and sample, techniques of collecting data, the validity and reliability of the instruments, and techniques for analyzing the data.

3.1 Research Design

In conducting this research, correlational study was used. Correlational research is concerned with assessing relationships between two or more phenomena. The relationship measured is a statement about the degree of association between the variables of interest (McMillan & Schumacher, 2010).

The Paradigm of this research is illustrated in the Figure 3.1.

So, the aim of this study was to find out whether or not there was significant correlation among reading self-concept, reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang.

Variables of the Study

There were three variables in this study. Creswell (2003), states that the predictor variables are variables that (probably) cause, influence, or affect outcomes. In this study, the predictor variables are reading

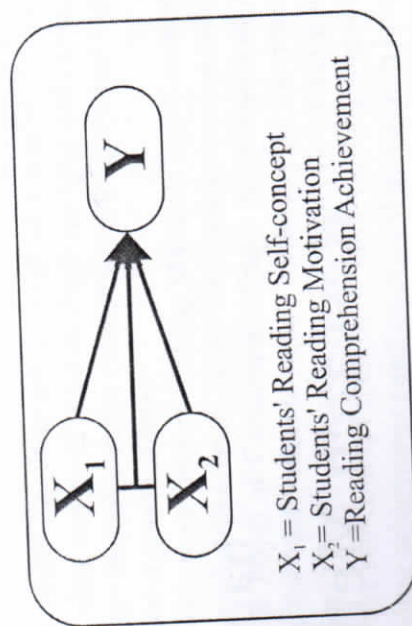


Figure 3.1: Research paradigm (Sugiono, 2011)

self-concept and reading motivation. The criterion variable is variable that depends on the predictor variables. They are the outcomes or results of the influence of the predictor variables. In this study, the eighth grade students reading comprehension achievement is the criterion variable.

3.2 Population and Sample

3.2.1 Population

A population is a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which will be intended generalize the results of the research (McMillan & Schumacher, 2010).

The population of this study was nine classes of the eighth grade students of SMP Negeri 1 Belitang academic year of 2012/2013. The total number is 284 (see Table 3.1).

Table 3.1: The Population of the Study

No.	Grade	Number of students
1	VIII.1	32
2	VIII.2	32
3	VIII.3	32
4	VIII.4	32

5	VIII.5	31
6	VIII.6	32
7	VIII.7	31
8	VIII.8	31
9	VIII.9	31
Total		284

Source: SMP Negeri 1 Belitang,
academic year 2012/2013

3.2.2 Sample

McMillan and Schumacher (2010) state sample is the group of subjects or participants from whom the data are collected. It also refers to any group on which information is obtained (Fraenkel & Wallen, 1990).

The samples were taken from seven classes of the eighth grade students by using two-stage random sampling (two-stage cluster sample). Fraenkel and Wallen (1990) state it is often useful to combine cluster random sampling with individual random sampling. A two-stage cluster sample is obtained when the researcher only selects a number of subjects from each cluster either through simple random sampling or systematic random sampling. The first stage is to sample the clusters and the second stage is to sample the respondents from each cluster.

Based on NomogramHerry King (as cited in Sugiono, 2011), when the number of the sample is 280-290 and with the level of error 10%, there were 140 students to be the sample. From class VIII.1 to VIII.9, by using simple random sampling, 7 classes (78%) were chosen, except VIII. 4 and VIII. 9 (stage 1). So from each class there were 20 students taken to be the sample using simple random sampling (stage 2).

Table 3.2: The sample of the study

No.	Grade	Number of students
1	VIII.1	20
2	VIII.2	20
3	VIII.3	20
4	VIII.5	20

5	VIII.6	20
6	VIII.7	20
7	VIII.8	20
Total	284	140

Source: SMP Negeri 1 Belitang,
academic year 2012/2013

3.3 Techniques of Collecting Data

In this study, the data were collected in two ways. First, two different questionnaires were used to get the data of the predictor variables; reading self-concept and reading motivation. The criterion variable, that was the eighth grade students reading comprehension achievement, was measured by using reading comprehension test.

3.3.1 Reading Self-concept Questionnaire

One set of the questionnaire was used to collect the data in order to know students reading self-concept. Motivation to Read Profile-Adapted (MRP-A) by Quirk, Schwanenflugel, and Webb (1996) was used. It consists of nine items of a 4-point Likert scale format for assessing students reading self-concept.

Table 3.3: Table of specification of RSC Questionnaire

Aspects	Item number	Total number
1. Perceptions of competence in performing reading tasks.	1, 2, 3, 4	4
2. Perceptions that reading activities are generally either easy or difficult.	5, 6, 7, 8	4
3. Attitudes felt towards reading.	9	1
Total	9	9

Source: Quirk, Schwanenflugel and Webb (2009)

The questionnaire was translated and modified in order to make it easier to be understood by the respondents. Each question has different score, range from 1 to 4 or the opposite, depends on the responses. The minimum score is nine if a students response is all

1, and the maximum score is 36 if a students response is all 4. The result of numerical values of questionnaire will be translated into descriptive values, to see whether the students reading self-concept is positive or negative.

3.3.2 Reading Motivation Questionnaire

The second questionnaire was used to measure students reading motivation. It was Motivation for Reading Questionnaire (MRQ) by Guthrie (1997). The MRQ is a student rated assessment of the extent to which each student is motivated to read. This questionnaire was translated and modified too, in order to make it easy to be answered by the respondents. It consists of 53 items. The aspects of reading motivation are as follows:

Table 3.4: Table of Specification of the MRQ

No	Construct	Item Number	Total Number
1	Reading efficacy	1-3	3
2	Reading challenge	4-8	5
3	Reading curiosity	9-14	6
4	Reading involvement	15-20	6
5	Importance of reading	21-22	2
6	Reading work avoidance	23-26	4
7	Competition in reading	27-32	6
8	Recognition for reading	33-37	5
9	Reading for grades	38-41	4
10	Social reasons for reading	42-48	7
11	Compliance	49-53	5
	Total		53

Source: Guthrie (2010)

The response format for the items is 1: very different from me to 4: a lot like me. The minimum score is 53 if a student responses 1 to all questions, and the maximum score is 212 if a student responses 4 to all of the questions.

3.3.3 Reading Comprehension Achievement Test

In this study, the reading comprehension test was conducted on the basis of the curriculum. The genre of the text was recount. The reading texts were taken either from the English textbooks used by the students at SMP Negeri 1 Belitung or from other sources. The focus of the questions was on four reading comprehension aspects, namely main idea, specific information, vocabulary and reference.

Five levels of reading texts were tested to fifty four students of the eighth grade to know their reading level by using 20 questions of multiple choice items, four questions for each level. From the result, it was found out that most of students answered three and four questions correctly (61.1%) at reading text level 8. So, it was concluded that the reading level of the eighth grade students of SMP Negeri 1 Belitung was at level 8.

The texts for reading comprehension achievement test were chosen based on the level of readability. By using flesh Kincaid Reading Ease from www.read-able.com, all the reading passages were measured its readability level. Those that match to level 6-10 (two grades below and two grades above) were taken to be in the test. There were 25 essay items to be tested. In each level of reading readability there was one text. It meant that for the 8th graders, there were 5 items for each of the level; the 6th, 7th, 8th, 9th and 10th. Based on the National Examination Test Specification for 2011/2012 and 2012/2013, the questions in literal level of comprehension were more than for other levels.

Table 3.5: The Specification of Reading Comprehension Test Items

Reading Text Types	Types of question	Item	Total Item
Recount	1) Finding the main idea	2, 10, 11, 13, 20, 21, 24	7
	2) Finding specific information from the text	1, 4, 6, 9, 12, 16, 17, 23	8
	3) Finding references	3, 7, 14, 19, 25	5
	4) Finding meaning words based on the context (word meaning, antonym, synonym)	5, 8, 15, 18, 22	5
Total		25	25

3.4 The Validity and Reliability of the Instruments

3.4.1 Validity and Reliability of the Reading self-concept and Reading Motivation Questionnaire

The study used ready-made questionnaire for both of the predictor variables; reading self-concept and reading motivation. The first used the Motivation Reading Profile-Adapted (MRP-A) by Quirk, Schwanenflugel and Webb (1996) and the second used Motivation to Read Questionnaire (MRQ) by Guthrie (1997). To check the content validity and the reliability of the questionnaires in this study, the try-out has done at SMP Negeri 2 Belitung. Pearson Product Moment (Correlation matrix) was used to measure its validity and it was found that all items were valid. For measuring its reliability, Alpha Coefficient (Cronbachs Alpha) was used, in which the questionnaires are reliable when the alpha score is more than 0.70. SPSS was used to measure them. The result showed that the reliability of the reading self-concept questionnaire was .722 and the reliability of the reading motivation questionnaire was .884.

3.4.2 Validity and Reliability of the Reading Comprehension Achievement Test

The validity of the test was made on the basis of the appropriateness levels and the difficulty levels which were taken from the analysis done by five teachers as the practitioners and five lecturers as the experts. All five lecturers were from Sriwijaya University. They were Hariswan, S. Pd., M.Pd., Dra. Rita Hayati, M.A., Dr. Dian Ekawati, M.Pd., Drs. MuslihHambali, MLIS, and Ida Rosmalina, S.Pd., M.Pd. The five English teachers were from different Junior High Schools in East Oku Regency, they were Priyanto, S.Pd and HadiningSusiawati, S. Pd from SMP N.1 Belitung, Sugiharni, S.Pd and Dra. EkoSusilawati from SMP N. 2 Belitung, and Wati, S.Pd from SMP N. 1 BelitungMadang Raya. To make the test has high degree validity, the test items were devised in accordance with the table of test specification. This test was focused on four aspects of reading comprehension; main idea, specific information, vocabulary, and reference.

Based on the result of the experts judgment, it was found that from the 25 items of reading comprehension test, 5 items (20%) were difficult, 17 items (68%) were moderate, and 3 items (12%) were easy. For its appropriateness level, 10 items (40%) were very appropriate and 15 items (60%) were appropriate. Further, based on Pearson Product Moment measurement, the reliability of the reading comprehension test was .825.

3.5 Techniques for Analyzing the Data

There were two kinds of data that were analyzed. The first was the questionnaire data and the second was the data of the test. There were three manual analyses in this study; (1) the analysis of reading self-concept, (2) the analysis of reading motivation, and (3) the analysis of reading comprehension test. There were also three statistical analyses; (1) the analysis of descriptive data, (2) the correlation analysis, and (3) the multiple regression analysis.

3.5.1 The Analysis of Reading Self-concept Questionnaires

In obtaining the data for students reading self-concept, the 9-items of reading self-concept was used, and the scale ranges from 1 to 4. There are some items had reversed scores. For example:

Table 3.6: Examples of items in Reading Self-concept

No	Statement	A very good reader	A good reader	A good enough reader	A poor reader
1	My friends think that I am ...	4	3	2	1
2	I read ...	1	2	3	4

Source: Quirk, Schwanenflugel and Webb (2009)

The minimum score is nine if a students response is all 1, and the maximum score is 36 if a students response is all 4. From the result of students score on the statements, the categories then were made.

Table 3.7: Categories of Reading Self-concept

No	Score Interval	Categories
1	9 - 22	Negative
2	23 - 36	Positive

Source: Quirk, Schwanenflugel and Webb (2009)

Those who got 9 - 22 was considered having negative reading self-concept and those whose score was 23 - 36 was considered having positive reading self-concept.

3.5.2 The Analysis of the Reading Motivation Questionnaire

Guthries (1997) Motivations for Reading Questionnaire (MRQ) is a self-report Likert-type scale and is the broadest instrument designed to assess motivation to read. The response format for the items is 1: very different from me, 2: a little different from me, 3: a little like me, and 4: a lot like me. The minimum score is 53 if a student responses one to all questions, and the maximum score is 212 if a student responses 4 to all of the questions.

As the result of reading self-concept questionnaire, the result of reading motivation questionnaire will also be translated into the descriptive values, as follows:

Table 3.8: Categories of Reading Motivation

No	Score Interval	Categories
1	53 - 85	Very Low
2	86 - 117	Low
3	118 - 149	Fair
4	150 - 181	High
5	> 182	Very high

Source: Sugiono (2007)

When a student got the score of 53 - 85, he/she was considered having very low reading motivation. Those who got 86 - 117 belong to having low reading motivation, and when his/her score was 118 - 149 will be considered having fair reading motivation. A student will be called having a high reading motivation when he/she got the

score of 150 - 181, and a very high reading motivation when his/her score was 182 or more.

3.5.3 The Analysis of Reading Comprehension Achievement Test

In reading comprehension test, the students achievement was scored by calculating each correct answer. The correct answer was scored 1 and the incorrect one was 0. Since there were 25 items, there were 25 points for the highest score. The result of students reading comprehension was taken from the numbers of the right answer divided to the total number of the test times 100.

$$\text{Reading test score} = \frac{\text{The numbers of the right answers}}{\text{The total number of the test}} \times 100$$

Based on the students score, the score interval then was done to convert it. Based on Arikunto (2002), here was the guideline:

Table 3.9: Score Categories

Score Interval	Categories
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
< 40	Very Poor

3.5.4 The Analysis of the Descriptive Data

The analysis of frequencies was used to analyze the data. This analysis covered the minimum and maximum scores, the mean score, the mode, and the frequency of students who get the score of each category of the variable of this study.

3.5.5 The Correlation Analysis

To analyze the correlation between the predictor variables (X_1 and X_2) and the criterion variable (Y), Pearson Product Moment correlation coefficient was used to analyze the data obtained from the

questionnaires and test.

Correlation analysis was used to find out the correlation coefficient of the predictor variables; students reading self-concept (X_1) and students reading motivation (X_2) and the criterion variable which is students reading comprehension achievement. First, X_1 was correlated with Y , then X_2 was also correlated with Y , and last both of X_1 and X_2 were correlated with Y . These processes were conducted by using Statistical Package for Social Science (SPSS).

Then, as correlation coefficient represents the strength of an association and is graded from zero to 1.00, to interpret how strong the relationship of those predictor and criterion variables, the writer referred to table 10 of r value interpretation by Sugiono (2011):

Table 3.10: r -value Interpretation

Strength of correlation	
Size of r	Interpretation
0.80 to 1.000	Very high correlation
0.60 to 0.799	High correlation
0.40 to 0.599	Moderate correlation
0.20 to 0.399	Low correlation
0.00 to 0.199	Weak correlation

3.5.6 The Multiple Regression Analyses

Multiple regression analysis was applied to test whether variable X (reading self-concept and reading motivation) significantly determine variable Y (reading comprehension achievement). In addition, it was also used to see which one of X_1 or X_2 had more significant contribution to students reading comprehension achievement (Y). Regression analysis was intended to support the correlation coefficient analysis.

Chapter 4

Findings and Interpretations

The variables involved in this study included students reading self-concept, reading motivation and reading comprehension achievement. The purpose was to find out whether there were significant correlations among variables and to verify if there were any contributions of the variables.

In this study, 140 students of the eighth grade of SMP N.1 Belitang in academic year 2012/2013 constituted as the sample. The data obtained from the questionnaires and the reading comprehension test was analyzed.

To test whether there were positive correlation among variables, a Pearson Product Moment Correlation coefficient analysis was applied, then followed by a multiple regression analysis to find out the contributions of those factors.

4.1 Findings

4.1.1 Descriptive Analysis

Table 4.1 shows the descriptive statistics of variable measured. The data presented are the mean score, the frequency, and the standard deviation of the results of students reading self-concept, reading motivation, and reading achievement.

Table 4.1: Descriptive Statistics of Variables Measured

Variables	Mean	Frequency (%)	SD
-----------	------	---------------	----

4.1.3 Students Reading Motivation

From the result, it was found that the mean score of students reading motivation was 24.96. The categories of students reading motivation were low (6.4%), fair (51.4%), and high (42.1%). The standard deviation of the reading motivation was 16.871.

The data obtained was approximately distributed normally. It can be seen from the histogram in figure 4.2.

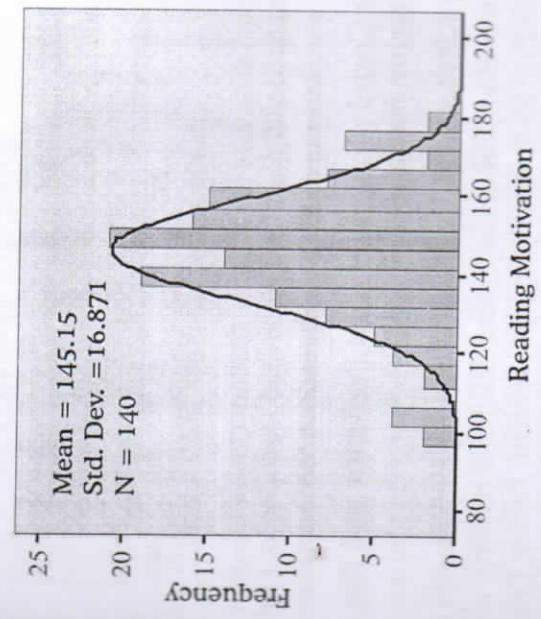


Figure 4.2: The Histogram of Students Reading Motivation

4.1.4 Students Reading Comprehension Achievement

Students mean score for their reading comprehension achievement was 43.74. There were 56.4% students had a very low reading comprehension achievement, 7.1% were poor, 19.3% were fair, and 7.1% were good. The standard deviation of the reading comprehension achievement was 21.957.

The data obtained was approximately distributed normally. It can be seen from the histogram in figure 4.3.

Reading Self-concept	24.96	Positive (74.3) Negative (25.7)	3.206
Reading Motivation	145.15	Low (6.4) Fair (51.4) High (42.1)	16.871
Reading Comprehension Achievement	43.74	Very Poor (56.4) Poor (7.1) Fair (19.3) Good (17.1)	21.957

4.1.2 Students Reading Self-concept

Based on the descriptive data above, it was found that students mean score for reading self-concept was 24.96. There were two categories of reading self-concept; positive and negative. There were 74.3% students had positive self-concept and 25.7% had negative self-concept. The standard deviation of reading self-concept was 3.206.

The data obtained was approximately distributed normally. It can be seen from the histogram (figure 4.1).

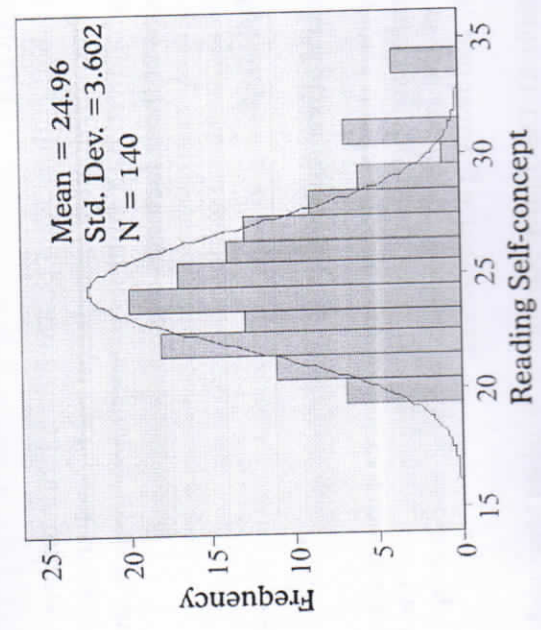


Figure 4.1: The Histogram of Students Reading Self-concept

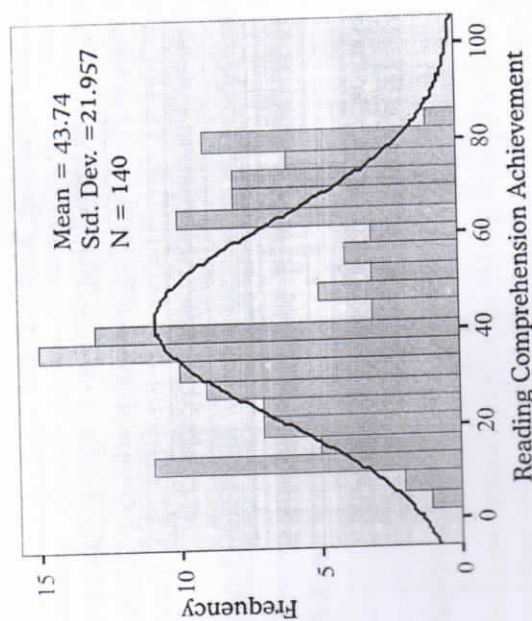


Figure 4.3: The Histogram of Students Reading Comprehension Achievement

4.1.5 The Correlation among the Predictor and the Criterion Variables

To find out the correlation of students reading self-concept and their reading comprehension achievement, students reading motivation and their reading comprehension achievement, Person Product Moment Correlation coefficient was applied.

4.1.6 The Correlation between Reading Self-concept and Reading Comprehension Achievement

From table 4.2, it was found that the correlation between students reading self-concept and their reading comprehension achievement was .451 with the significant level of .000. It means that there was a significant correlation between the eighth grade students reading self-concept and their reading comprehension achievement since the p-value (0.000) was lower than 0.05. The strength of the correlation of both variables was in moderate level (Sugiono, 2011).

Table 4.2: Summary Statistics of the Correlation among Variables Measured

Variables		Reading Comprehension Achievement
Reading Comprehension Achievement	Reading Self-concept	.451
	Significance (2-tailed)	.000
	Df	0
	Reading Motivation	.402
	Significance (2-tailed)	.000
	Df	137
	Reading Self-concept & Reading Motivation	.411
	Significance (2-tailed)	.000

Source: Primary data processed 2013

4.1.7 The Correlation between Reading Motivation and Reading Comprehension Achievement

Table 4.2 shows the correlation between students reading motivation and their reading comprehension achievement. The correlation was .402 with the significant level of .000. It means that there was a significant correlation between the eighth grade students reading motivation and their reading comprehension achievement since the p-value (0.000) was lower than 0.05. The strength of the correlation of both variables was in moderate level too (Sugiono, 2011).

4.1.8 The Correlation among Reading Self-concept, Reading Motivation and Reading Comprehension Achievement

It was found that the correlation among students reading self-concept, reading motivation and their reading comprehension achievement was .411 with the significant level of .000. It means that there was a significant correlation among students reading self-concept, reading motivation and reading comprehension achievement since the p-value (0.000) was lower than 0.05. The strength of the correlation of the three variables was in moderate level (Sugiono,

2011).

4.1.9 The Influence of the Predictor Variables on the Criterion Variable

By using Multiple Regression (Stepwise Method), it was found that students reading self-concept alone contributed 20.4% (R^2 0.204) to their reading comprehension achievement. Their reading motivation has a contribution of 3.9% (R^2 0.039) to their reading comprehension achievement. Finally, both students reading self-concept and reading motivation contributed 24.2% (R^2 0.242) to their reading comprehension achievement, as shown on Table 4.3 below.

Table 4.3: Summary statistics of the Contribution of Predictor variables on the Criterion Variable Using Multiple Regression (Stepwise Method)

Model	R	R^2	Adjusted R^2	Std. Error	Change Statistics		
					R^2	F	Sig. F
1	.451 ^a	.204	.198	19.666	.204	35.267	1 138 .000
2	.492 ^b	.242	.231	19.250	.039	7.043	1 137 .009

a. Predictors: (Constant), Reading Self Concept

b. Predictors: (Constant), Reading Self Concept, Reading Motivation

4.2 Interpretations

Based on the results of the analyses, some interpretations to strengthen values of the study are presented below.

First, most of the eighth grade students of SMP Negeri 1 Belitang had positive self-concept. It means that the students view positively about themselves in reading then affected their reading self-concept. A person who has positive view of self makes him/he confident and give himself/herself high self-esteem which results in a positive self-concept. As Jerajani (2006) explains how a person thinks about himself affects his behavior to a great degree (as cited in Zahra, 2010).

Negatively, although a student may have stated in a good reader which resulted on positive reading self-concept, this usually referred to being competent in recognizing words in particular books. It did

not frequently refer to comprehending texts across a variety of topics for diverse purposes. Self-concept will develop later, after students have more experiences with books and reading (Guthrie, Hoa, Wigfield, Tonks, Humenick, & Little, 2006). Therefore, it is really important for teachers, schools and school environments, parents, and government to provide large access for students on rich variety of books, to bolster their interest and love of reading. Another thing that should come to consideration is that sometimes, the non-reader rates him/herself as a professional reader (Clark, Osborne, & Akerman, 2008).

Second, they have fair or high reading motivation. This study proved that because reading is an effortful activity that children can choose to do or not, it requires motivation, as Baker and Wigfield (1999) argued. Motivation to read then influence students to be engaged in reading deeper, and as result, their understanding toward reading materials they read will also be better. The additional argumentation was also stated by Edmunds and Bauseman (2006) who mention that when children were asked who got them interested in and excitement about reading, their own motivation play a very crucial part.

The next, there was significant correlation between reading self-concept and reading comprehension achievement and reading self-concept also had a contribution on students reading comprehension achievement. As Quirk, Schwanenflugel and Webb (2009) explained that self-concept and achievement variables in matching domains are more strongly correlated than in non-matching domain. It meant that when a student had positive reading self-concept, he/she would also have a high or good reading comprehension achievement. When students believe that they are good readers (high reading self-concept) may feel encouraged to carry out the extensive reading practice that enables them to become fluent readers. In contrast, students with poor reading achievement develop negative ideas of their own reading skills and capabilities. This negative self-concept ultimately has the negative consequence of developing better reading achievement. Moreover, low reading self-concept might have negative impact on students reading skill development. Students self-concept tends to affect and determine their achievement, as mentioned by Liu (2009)

and Damme et al. (2002). It was also proved that there exists a significant correlation between students self-concept and their achievement, as stated by Coetzee (2011) and Kennedy and Trong (2006). Being confident in ones reading abilities play a more important role in student reading achievement.

Forth, there was significant correlation between reading motivation and reading comprehension achievement of the eighth grade students of SMP Negeri 1 Belitang. It also found that reading motivation had a contribution on students reading comprehension achievement. It meant that when a student has a fair or good reading motivation, he/she would have a high or good reading comprehension achievement too. Motivation plays an important role in the process of becoming proficient readers. There is a connection between how much children read and their reading skill. Furthermore, Guthrie et al. (2007) had already mentioned that reading motivation and reading comprehension is correlated and motivational conditions then can increase reading comprehension. When children are motivated to read, they are more likely to be engaged in reading, and therefore, comprehend better. Another fact was also found that motivation is one of the most important factors that affect achievement in foreign languages, in line with what was argued by Decy and Ryan (2000).

It was clear that internally motivated students are better able to remember what they are reading and better at building stronger and stable knowledge representations (Taboada, Tonks, Wigfield, and Guthrie, 2008). They further explain that with further reading, internally motivated readers may be better able to connect texts to their background knowledge and continue to build fuller and richer text representation.

Another interesting finding of the study was the correlation of reading motivation was lower than that of reading self-concept. There are some predictable reasons for this. First, because of the time constraints, students who worked more slowly might skip the items, or may have been careless or did not take the task seriously. Second, social desirability might influence childrens responses. Perhaps participants completed the measures in such a way to make themselves look good or to please the survey administrators. Third, students vary in their motivational profiles and that these profiles

also relate to reading activity and achievement. So, children should not be characterized either motivated or not motivated to read. Instead, they are motivated to read for different reasons or purposes (Baker & Wigfield, 1999). Last, Baker and Wigfield (1999) added that the connection between motivation and achievement are not simple and direct. In some cases, students in the consistency high motivation cluster did not exhibit the highest reading score, nor did those in the consistently low cluster exhibit the lowest score. Some factors interfered were gender and ethnicity.

In summary, it could be examined that when reading self-concept and reading motivation were combined, both would correlate and contribute higher on students reading comprehension achievement. It meant that reading self-concept or/and reading motivation influenced reading comprehension achievement. The better students reading self-concept and reading motivation, the better their reading comprehension achievement would be. It was revealed that when a reader is less motivated to read, his/her reading self-concept is also less, and low reading achievement and low reading motivation is correlated positively (Marinak & Gambrell, 2010).

Despite of having the result as presented above, this study has a number of limitations that should be acknowledged. Even though it was found out that reading self-concept or/and reading motivation were correlated and influenced students reading comprehension achievement, the results of reading comprehension achievement test itself were still at a very poor category. There were some predicted factors causes this failure. First, the use of reading readability level of texts made students faced difficult tasks. According to the standard, for the eighth grade students, the readability level should be at level 6, 7, 8, 9, 10. The standard of flesh Kincaid reading ease was quite high for the eighth grade students of SMP Negeri 1 Belitang. This finding was supported by what has been found by Sudarmi (2009). She stated that the reading skill of the eighth grade students in Palembang were only 9.8% were better than level 6 and 71.13% were under level 6. Second, the use of essay form for the reading test made it more difficult to answer. In essay form, the choices of the answers were not available, so students had to think and find it by themselves. The possibility for guessing the answer was limited

(Zulaiha, 2008). Third, because the students were informed that the result of the test would be for the purpose of the study only and would not be included in their achievements score, and their personal identity would be kept in secret, the students tended to do the test un-seriously.

For future researchers, it is urgently needed to check the reading readability level of their participants deeply, correctly and representatively, so that, the texts that will be used are really matched to their real competence in reading. In addition, the choice of the questions type should be considered wisely. Make sure that the students are accustomed to it.

Chapter 5

Conclusions and Suggestions

5.1 Conclusions

This study was proposed to answer the questions of what was the level of reading self-concept and reading motivation of the eighth grade students of SMP Negeri 1 Belitang, whether or not there was a significant correlation among reading self-concept, reading motivation and reading comprehension achievement and how much reading self-concept or/and reading motivation contributed on students reading comprehension achievement.

Based on the results of the present study and their interpretations, it is clear that: (1) Most of the eighth grade students of SMP Negeri 1 Belitang had positive reading self-concept; (2) They also had fair and high reading motivation; (3) There was a significant correlation between students reading self-concept and their reading comprehension achievement; (4) There was a significant correlation between students reading motivation and their reading comprehension achievement; (5) There was a significant correlation among students reading self-concept, reading motivation and their reading comprehension achievement; (6) Reading self-concept significantly influenced students reading comprehension achievement; (7) Reading motivation significantly influenced students reading comprehension achievement; and (8) Both reading self-concept and reading

motivation significantly influenced students reading comprehension achievement.

5.2 Suggestions

Considering that reading self-concept and reading motivation were closely related and significantly contributed to students reading comprehension achievement, it was essential for those who related to the field of education to pay more attention to these factors.

Firstly, teachers should consider the students reading self-concept and motivation when teaching because having known them will then determine the approaches teachers used. Bolstering students reading self-concept and motivation is one of the purposes of teaching. Teachers should provide their students with the instructional scaffolding they need to succeed and match their students with books that they can read with enjoyment and deep comprehension.

Secondly, for the students, it is really important for them to figure out their reading self-concept and motivation. By understanding about themselves better, it is hoped that they will build up their strength to increase their achievement in studying, especially in reading activity.

Thirdly, schools need to find innovative ways to raise the profile of family and community role models to whom children aspire to be like. Schools can create reading lists related to curriculum areas which include websites, magazines, newspapers, novels, etc. as further reading materials. Interesting displays of magazines, graphic novels, newspapers and website recommendation need to be prominent and appealing. Schools library is one of the important parts that can influence students reading interest and motivation. This is where students might find out and know about the books they are reading. The exposure to the school library will then introduce students to a variety of books.

Fourthly, parents also might need to be encouraged in the value they themselves place on a variety of reading materials. Parents need to understand the importance of praising their children on ability and motivation to read.

Hopefully, this knowledge will then help teachers, schools, par-

ents and students environment to design and facilitate the appropriate reading activities so that the objectives of learning will be achieved successfully and to foster a love of reading that will support a lifetime of learning.

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