

**THE CORRELATIONS AMONG MOTIVATION, SELF-EFFICACY, AND
READING COMPREHENSION OF THE TENTH GRADERS OF SMA PATRA
MANDIRI 1 PALEMBANG**

A Thesis

by

NADIYAH YANZLI MUANNAST

06011381419062

English Education Study Program

Language and Arts Education Department



TEACHER TRAINING AND EDUCATION FACULTY

SRIWIJAYA UNIVERSITY

PALEMBANG

2019

The Correlations among Motivation, Self-Efficacy, and Reading Comprehension
of the Tenth Graders of SMA Patra Mandiri 1 Palembang

A Thesis

By

NADIYAH YANZLI M

Student Number: 06011381419062

English Education Study Program

Approved by,

Advisor 1,

Advisor 2,



Drs. Bambang A. Loeneto, M.A., Ph.D.
NIP. 195504131984031001



Dr. Margaretha Dinar Sitingak, M.A.
NIP. 195710041988032001

Certified by,

Head of Language and Arts
Department,

Head of English Education
Study Program,



Dr. Didi Suhendi, M.Hum
NIP. 196910221994031001



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jln. Raya Palembang Prabumulih, Km. 32, Indralaya, Ogan Ilir, 30662, Sumsel
Telp : (0711) 353265 – Fax. (0711) 353265
Laman : www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

**The Correlation among Motivation, Self-Efficacy, and Reading Comprehension
of the Tenth Graders of SMA Patra Mandiri 1 Palembang**

Name : Nadiyah Yanzli M
Student Number : 06011381419062
Study Program : English Education
Department : Language and Arts Education
Academic Year : 2019/2020

Approved to participate in a Thesis Final Exam on December 2019.

Approved by,

Advisor 1,

Drs. Bambang A. Loeneto, M.A., Ph.D.
NIP. 195504131984031001

Advisor 2,

Dr. Margaretha Dinar Sitinjak, M.A.
NIP. 195710041988032001

Certified by,

Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the undersigned,

Name : Nadiyah Yanzli M
Student's Number : 06011381419062
Study Program : English Education

Certify that thesis entitled "*The Correlations among Motivation, Self-Efficacy, and Reading Comprehension of the Tenth Graders of SMA Patra Mandiri 1 Palembang*" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 12, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2019



Undersigned,

Nadiyah Yanzli M
06011381419062

ACKNOWLEDGEMENTS

All praise to Allah SWT, and all blessing and greeting are also delivered to the Prophet Muhammad SAW. Due to the blessings, this thesis has been possible.

I would like to express my deepest gratitude and big appreciation to my advisors, Drs. Bambang A. Loeneto, M.A., Ph.D. and Dr. Margaretha Dinar Sitingjak, M.A. for their guidance and insightful advices during writing this thesis. Then, I would also like to express my gratitude to the Dean of Faculty of Teacher Training and Education (Prof. Sofendi, M.A., Ph.D.) and his staff members, the Head of Language and Arts Education Department (Dr. Didi Suhendi, M.Hum.), the Head of English Education Study Program (Hariswan Putra Jaya, S.Pd., M.Pd.), and to all the lecturers for the guidance and encouragement during my study. Thirdly, I would like to express my gratitude to the headmasters, the English teachers, the staffs, and especially all of the tenth graders of SMA Patra Mandiri 1 Palembang and SMA Srijaya Negara Palembang for the assistance and the cooperation during my research.

Thank you very much for my beloved parents (Azmali Thamrin and Maryani) who become a source of energy for me. It is because of their prayers, blessings, encouragement, and financial support so I could go for my thesis. No word could explain how much I love them. Thank you very much for my brother and sisters (Kharizma Yanzli M, Zhafirah Yanzli A, and Nabila Yanzli K), my grandmother, and my big family for always supporting me.

I would also like to express my special thanks to my closest friends, Anisah, Yera, Anzha, Kevin, Nathania, also the "Bright Future", Kamiliyah, Fareen, and Choirunnisa, and all of my friends from SEESPA 2014 Palembang. I would also like to express my special thanks to Shane, Yerin Seungcheol, and their friends for their "emotional support".

Palembang, December 2019

The Writer,



Nadiyah Yanzli M

Table of Contents

TITLE PAGE	i
ACKNOWLEDGEMENTS	ii
ABSTRACT.....	iii
TABLE OF CONTENTS	iv
LIST OF APPENDICES	vi
LIST OF TABLES	vii
CHAPTER I – INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 The Problems of the Study	4
1.3 The Objectives of the Study	4
1.4 Significance of the Study	5
CHAPTER II – LITERATURE REVIEW	6
2.1 Motivation	6
2.2 Functions of Motivation	7
2.3 Kinds of Motivation	7
2.4 Self-Efficacy.....	8
2.5 The Effect of Self-Efficacy on the Process of Reading	10
2.6 Reading Comprehension	11
2.7 The Correlation among Motivation, Self-Efficacy, and Reading Comprehension	12
2.8 Previous Related Studies.....	12
2.9 Hypotheses of the Study	13
CHAPTER III - METHODOLOGY	15
3.1 Research Method and Design.....	15
3.2 Variables of the Study.....	15
3.3 Operational Definition	15
3.4 The Population and the Sample of the Study	16
3.5 Validity and Reliability	17
3.6 Data Collection.....	18
3.7 Data Analysis	21
CHAPTER IV	24
4.1 Findings.....	24
4.2 Interpretation	32

CHAPTER V	34
5.1 Conclusions	34
5.2 Suggestions.....	34

List of Tables

Table 1. Level of Appropriateness of Reading Test

Table 2. Validity and Reliability of the Instruments

Table 3. Normality Test of the Instruments

Table 4. Correlational Analysis: Motivation and Reading Comprehension

Table 5. Correlational Analysis: Self-Efficacy and Reading Comprehension

Table 6. Regression Analysis: Two Predictor Variables (Motivation and Self Efficacy) and the Criterion Variable (Reading Comprehension)

List of Appendices

- Appendix 1. Motivation Questionnaire
- Appendix 2. Self-Efficacy Questionnaire
- Appendix 3. Reading Test
- Appendix 4. Usul Judul Skripsi
- Appendix 5. Surat Persetujuan Seminar Proposal
- Appendix 6. Surat Persetujuan Seminar Hasil
- Appendix 7. Surat Persetujuan Ujian Skripsi
- Appendix 8. Surat Keputusan Pembimbing Skripsi
- Appendix 9. Surat Izin Penelitian
- Appendix 10. Surat Izin Try Out

The Correlations among Motivation, Self-Efficacy, and Reading Comprehension of the Tenth Graders of SMA Patra Mandiri 1 Palembang

ABSTRACT

Reading is very important in daily life and it has many roles in learning language. The objectives of this correlational study were to find out: (1) whether there was any significant correlation between motivation and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang, (2) whether there was any significant correlation between self-efficacy and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang, and (3) whether there was any significant correlation between two predictor variables (motivation and self-efficacy) and the criterion variable (reading comprehension) of the tenth graders of SMA Patra Mandiri 1 Palembang. The population of this study was the tenth graders of SMA Patra Mandiri 1 Palembang academic year 2019/2020 and 38 students were selected as the sample by using simple random sampling. The data were collected through motivation and self-efficacy questionnaires and students' reading test. The results showed that (1) there was no significant correlation between students' motivation and reading comprehension (p -value 0.933), (2) there was no significant correlation between students' self-efficacy and reading comprehension (p -value was 0.526), and (3) there was no significant correlation between two predictor variables (motivation and self-efficacy) and the criterion variable (reading comprehension) (Sig. F = 0.817).

Keywords: *Correlation, Motivation, Self-Efficacy, Students' Reading Comprehension.*

A thesis by An English Education Study Program Faculty of Teacher Training and Education, Sriwijaya University

Name : Nadiyah Yanzli M
Student's Number : 06011381419062
Advisors : 1. Drs. Bambang A. Loeneto, M.A., Ph.D.
2. Dr. Margaretha Dinar Sitinjak, M.A.

Approved by,

Advisor 1,



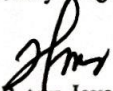
Drs. Bambang A. Loeneto, M.A., Ph.D.
NIP. 195504131984031001

Advisor 2,



Dr. Margaretha Dinar Sitinjak, M.A.
NIP. 195710041988032001

Certified by,
Head of English Education
Study Program,



Hariswan Putra Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

CHAPTER I INTRODUCTION

This chapter presents: (1) the background, (2) the problem, (3) the objectives, and (4) the significance of the study

1.1 Background of the Study

As an international language, English is the most widespread language in the world. It is the major language of news and information in the world. Harmer (2007, p.20) states that English makes people feel interested in learning because of the phenomenon that English can be a bridge language in order to communicate for those who share different languages. English as a lingua franca (ELF) has appeared because English is as a native speaker of the language in the world. Therefore, learning English is very important.

English is considered as a foreign language in Indonesia. Nababan (1982) states that the linguistic situation in Indonesia is complex because more than 400 local languages with thousands of dialectical varieties are spoken as first languages. In other words, English is categorized as a foreign language in Indonesia because English is not spoken in daily communication by Indonesian. In learning English, students will learn the four basic language skills; they are listening, speaking, reading, and writing. One of the most important tools that need to be studied more and play an important role in creating awareness and pleasure is reading (Grigg and Mann, 2008). Similarly, Debat (2006, p.8) defines that the most important skill for students of English as foreign language (EFL) or second language (ESL) is reading. Reading has a significance effect to other language skills that is important for the students to master it as one of the four language skills. Dorkchandra (2010, p.1) states that one of the language skills for those learning English as a second or foreign language (EFL/ESL), for academic success, and for professional development is reading. According to Cobb (2007), he defines that reading is a process of looking at and understanding the meaning of a piece of writing by interpreting the characters or symbols of which it is composed.

Reading is crucial in our life and it has many parts in learning a language. Mikulecky and Jeffries (2004) state that reading is one important way to improve general language skills in English. It will help the readers learn to think in English, improve their writing, practice their English especially for those who live in non-English speaking country, and help them to enlarge their English vocabulary.

Reading is an essential life skill. It cannot be separated from people's life. It is considered important since it affects all areas of one's life from childhood to adulthood. Meanwhile, according to Tennant, reading is an identification of words, from the simple individual meaning of letters to a part of a text (Tennant, 2013). Reading is so important because through reading, people can improve their knowledge, understand the information, or read from printed pages. Students who read proficiently often perform well academically in all subjects (Cooper, Moore, Powers, Cleveland, and Greenberg, 2014). Nowadays, it is easy for the people to get the information from all over the world. They can get the information from the internet, journals, articles, newspapers, and books, especially in English books. According to Bernhardt (1991) the ability to read is acknowledged to be the most stable and durable of the second language modalities.

Reading skill refers to the ability to understand what has been read. It means that the students should try to understand and remember it. In addition, reading needs creativity and critical analysis. According to Talebi (2012) reading is one of the essential aspects in the process of learning English. The students can get information, new knowledge, and new vocabulary from the reading text.

Reading is also something crucial and indispensable for the students because the success of their study also depends on their ability to read. They will have a better chance to success in their study if they have good ability in reading. If they do not have a good ability in reading, they will have difficulty in making progress. As Paul (2003, p.83) states that being able to read and write enables an EFL learner to speak more communicatively. It means that the students can easily improve themselves if they have a good ability in reading.

Wasliman (2003, p.2) states that the international association for the evaluation of Education Achievement in Asia reported the result of Indonesian students' reading among East Asia is among the lowest. The Indonesian students just have the ability to master 30% reading material. The students have some problems in reading.

The writer did the preliminary interview with the English teachers of SMA Patra Mandiri 1, on the 25th of October 2018 at 09:30. Based on the interview, there were many causes that made the students get difficulties in reading. It was hard for the students to comprehend the text because (1) the students lacked of vocabulary, (2) the students were not motivated in reading, and (3) low interest in reading.

The reasons of those problems were because, first, the students lacked of vocabulary because they had less intensity in reading. Some of them prefer to read a text in Indonesian language than in English. Second, the students were not motivated because they did not

understand the purpose and importance of reading. Third, they had low interest in reading because most of them prefer to play with their gadget or watch movies than read some books or texts.

Because reading is very important skill to be comprehended, there must be an effective way to guide the students in reading and improving their comprehension in reading. Unfortunately, there is no instant way to be good in English. It will take a long time to teaching and learning English in order to be able to communicate. It is one of the most challenging tasks either for the students or for the teachers. One of the factors that affect the students' successfulness is motivation. Of course, every student has different way to be motivated, they cannot be motivated by the same way. The acceptance of others will motivate some students, the challenges will also motivate them. According to Bromley (1992), motivation to learn is a competence obtained "through general experience but stimulated most directly through modelling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)."

Elliot, Kratochwill, Cook, and Travers (2000) define motivation can be as an internal condition that induces us to action, shoves us in particular directions, and keeps us in certain activities. Motivation is a support for someone from another people or something. A cognitive frame work that based upon choices, decisions, plans, interests, goals, and calculations of success and failure is motivation (Woolfolk and Nicolich, 1980). It means the motivation to choose subject, goal, and interest in learning English that makes somebody wants to learn English.

Therefore, reading has to be such an interesting activity for the students, they must feel enjoy and comfortable with the reading activity. They also should have high self-efficacy in order to gain higher reading comprehension and understand the text. Bandura (1997) states that self-efficacy concerns with someone's perception about capability to create his or her own achievement. It means that if someone has higher self-efficacy, they will have a good perception about capability to reach their comprehension.

In fact, reading is one of the challenging tasks in learning a language. However, students must have obstacles in the process of learning English, especially in reading comprehension. It can disturb the students to learn English. The students should be able to have a good vocabulary to know the meaning of text. Another problem, the students also have a problem about the duration. When the students have an examination, they must be able to get the information quickly without wasting time. The other problem, as it is confirmed by Klassen and Usher (2010) on their study, the number of studies conducted on

efficacy in different academic fields from 2000 until 2009, and the results showed that there were only four studies conducted in second language learning compared to 60 studies in general teaching among 238 dissertations and theses written in English language during that period. The result shows that the research on self-efficacy in second language as well as foreign language learning may still need to be conducted to give more contribution to the body of knowledge. Furthermore, self-efficacy plays a significant role in language learning. For example, some students believe that they can do the test and will get a good score. It is called self-efficacy. According to Bandura (1986) stated that self-efficacy is someone's belief about their abilities to produce designated levels of performance that exercise influence over events that affect their lives.

In relation to motivation, person who possess higher self-efficacy belief show more effort and resistance for completing tasks and therefore have better and more effective task-fulfilment compared with individuals who have weak self-efficacy (Bandura, 1993). It indicates self-efficacy cannot be separated from students' motivation.

1.2 The Problems of the study

Based on the explanation above, the problems of this study are formulated as follows:

1. Was there any significant correlation between motivation and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang?
2. Was there any significant correlation between self-efficacy and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang?
3. Was there any significant correlation between two predictor variables (motivation and self-efficacy) and the criterion variable (reading comprehension) of the tenth graders of SMA Patra Mandiri 1 Palembang?

1.3 The Objectives of the Study

Based on the problems above, the objective of this study are to find out whether or not:

1. there was a significant correlation between motivation and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang.
2. there was a significant correlation between self-efficacy and reading comprehension of the tenth graders of SMA Patra Mandiri 1 Palembang.

3. there was a significant correlation between two predictor variables (motivation and self-efficacy) and the criterion variable (reading comprehension) of the tenth graders of SMA Patra Mandiri 1 Palembang.

1.4 Significance of the Study

Hopefully this study will be useful and can give contributions to the teachers about the importance of students' motivation and self-efficacy to their reading comprehension, and also will be useful for teaching and learning process and for the improvement of students' motivation and self-efficacy. It is also expected that the results of the study could help the students to have good motivation and self-efficacy that can gain their interest in reading. This study also gives the writer new knowledge about students' motivation and self-efficacy, and also a new knowledge so that can improve her English in order to be a good teacher in the future.

REFERENCES

- Adam, M. J. (1994). *Beginning to read: Thinking and learning about print*. Cambridge: MIT Press.
- Anderson, N. J. (2008). *Practical English language teaching: Reading*. New York, NY: McGraw Hill.
- Anderson, R. C., Wilson, P.T., & Fielding, L. G. (1988). "Growth in Reading and How Children Spend Their Time Outside of School." *Reading Research Quarterly*, 23, 285-303.
- Aprilia, E. (2008). The Correlation among Students' Goal Setting, Self Awareness, and Their Reading Achievement at English Education Study Program of Faculty Teacher Training and Education Sriwijaya University. Inderalaya. Faculty of Teacher Training and Education, Sriwijaya University.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. (6th ed.). Jakarta: PT Rineka Cipta.
- Bandura, A. (1986). *Social foundations of thought and action: A Social Cognitive Theory*. Englewoods Cliffs, NJ: Prentice Hall.
- Bandura, A. (1993). Self - efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behaviour*, 4(1), 117-148.
- Bandura, A. (1994). Self - efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behaviour*, 4, 77-81. New York: Academic Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman.
- Bernhardt, E. B. (1991). *Reading development in a second language*. Norwood, NJ: Ablex.
- Biehler, R. F. & Snowman, J. (1993). *Psychology applied to teaching*. (7th ed.). Boston: Houghton Mifflin Company.
- Biggers, J. L. (1980). Body rhythms, the school day, and academic achievement. *The Journal of Experimental Education*, 49(1), 45-47.
- Bromley, K. D. A. (1987). *Language Arts: Exploring Connections*. Boston, M.A: A Division of Simon and Schuster.
- Bromley, K. D. (1992). *Language Arts: Exploring Connections*. (2nd ed.). Boston: Allyn and Bacon.
- Burke, M. A. & Sass, T. R. (2013). Classroom effects and student achievement. *Chicago Journal*, 3(1), 51-82.
- Cobb, T. (2007). *Computing the Vocabulary Demands of L2 Reading: language Learning & Technology*. London: Education Center Ltd.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. (6th ed.). New York, US: Routledge.

- Cooper, B. B., Moore, J. E., Powers, C. J., Cleveland, M., & Greenberg, M. T. (2014). Patterns of early reading and social skills associated with academic success in elementary school. *Early Education & Development, 25*(8), 1248-1264. doi: 10.1080/10409289.2014.932236.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (4th ed.). Boston, MA: Pearson Education Inc.
- Cunningham, A. & Zibulsky, J. (2013). *Book smart. How to Develop and Support Successful, Motivated Readers*. New York: Oxford University Press.
- Debat, E. V. (2006). Applying current approaches to the teaching of reading. *English Teaching Forum, 44*(1), 8-15. Washington DC, USA: United States Department of States.
- Demirel, O., & Epcacan, C. (2011). Validity And Reliability Study On The Scale Of Belief Self-Efficiency Reading Comprehension. *The Journal of International Social Research, 4*(16), 120-128.
- Dorkchandra, D. (2010). Enhancing English Reading Comprehension Through a Text Structure Reading Strategy CALL Program. Doctoral's Thesis. Suranaree University of Technology.
- Elliot, S. N., Kratochwill, T. R., Cook, J. L., & Travers, J. F. (2000). *Educational Psychological for Effective Learning*. (3rd ed.). New York: McGraw Hill Companies, Inc.
- Finney, S. J., & Schraw, G. (2003). Self-efficacy beliefs in college statistics courses. *Contemporary Educational Psychology, 28*(2), 161-186.
- Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *Reading Teacher, 35*(8), 551-563.
doi: 10.1002/TRTR01082
- Frost, J. (2015). Choosing between a nonparametric test and a parametric test [Web log post]. Retrieved from <http://blog.minitab.com/blog/adventures-in-statistics-2/choosing-between-a-nonparametric-test-and-parametric-test>.
- Ghonsooly, B., & Shirvan, M. E. (2011). *English Language Teaching, 4*(4), 234-244.
- Grigg, N., & Mann, R. (2008). Promoting Excellence: An International Study into Creating Awareness of Business Excellency Models. *The [TQM] Journal, 20*(3).
- Gunarto, M. (2017). Transformasi data ordinal ke interval dengan method of successive interval (MSI), *Research Gate, 1*-8. Retrieved from https://www.researchgate.net/publication/315895857_TRANSFORMASI_DATA_ORDINAL_KE_INTERVAL_DENGAN_METHOD_OF_SUCCESSIVE_INTERVAL_MSI
- Hair, J.J., Black, W.C., Babin, B.J., & Anderson, R.E. (2010). *Multivariate Data Analysis* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

- Harmer, J. (2007). *The practice of English language teaching*. (4th ed.). Harlow, UK: Pearson Education Ltd.
- Heaton, J. B. (1991). *Writing English Language Tests* (New Ed.). New York, US: Longman Group (FE) Ltd.
- Harvey, S. (2000). *Strategies that work*. Retrieved from <http://www.readinglady.com/mosaic/tools/determining%20importance%20handout%20Deb%20Smith.pdf>
- Heaton, J. B. (1991). *Writing English Language Tests* (New Ed.). New York, US: Longman Group (FE) Ltd.
- Jaya, H. P. (2016). An Analysis of the Relationships among Religiosity, Motivation, and English Competence of the Students of English Study Program, Faculty of Teacher Training and Education, Sriwijaya University. *Proceedings of the 2nd SULE-IC 2016, Palembang, October 2016*.
- Johnson, K. (2008). *An Introduction to Foreign Language Teaching and Learning*. London, England: Pearson Longman.
- Klassen, J. T. (2002). Teaching and Learning Strategies. *How the way to involve self-efficacy judgement in their future*. Belmont, CA : Wadsworth.
- Klassen, R. M. & Usher, E. L. (2010). Self-efficacy in education settings: Recent research and emerging directions. In *Advances in Motivation and Achievement: Decade Ahead*, Volume 16A : Theoretical Perspectives on Motivation and Achievement. Bradford, GBR: Emerald Group Publishing Ltd.
- Kong, Y. (2009). A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning. *International Education Studies*, 2, 145-149.
- Kothari, C. R. (2009). *Research Methodology: Method and Techniques*. (2nd ed.). New Delhi, India: New Age International.
- Kumar, P. (2011). *Research methodology: A step-by-step guide for beginners*. (3rd ed.). London, UK. SAGE.
- Kusmawartani, S. E. (2012). *The Relationships among Teacher Activeness, Self Efficacy, and Academic Achievement of English Study Program Students in Three Universities in Palembang*. Unpublished Graduate, Palembang Language Study Program, Sriwijaya University Palembang.
- Lepper, M. R., Greene, N., & Nisbett, R. E. (1997). Undermining children's intrinsic interest with extrinsic rewards: a test of the "over justification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.
- Mahmudi, M. H., & Suroso. (2014) . Efikasi diri, dukungan social dan penyesuaian diri dalam belajar. *Jurnal Psikologi Indonesia*, 3(2), 183-194.
- Makmun, A. S. (1996). *Psikologi Kependidikan*. Bandung: PT. Remaja Rosdyakarya.

- Mikulecky, B. S., & Jeffries, L. (2004). *More reading power*. (2nded.). New York, NY: Pearson Education, Inc.
- Muola, J. M. (2010). A Study of the relationship between academic achievement motivation and home environment among standard eight pupils. *Educational research and reviews* 5(5), 213-217. Retrieved from:
<http://www.academicjournals.org/err/abstracts/abstract2010/May/Muola.htm>
- Nababan, P. W. J. (1982). Indonesia: the language situation. In R. B. Noss (Ed.), *Language teaching issues in multilingual environments in Southeast Asia*. Singapore: SEAMEO Regional Language Center.
- Natalia. (2008). *The Correlation between Reading Comprehension Achievement of the Tenth Grade of MAN 2 Palembang*. Unpublished Graduate, Palembang Language Study Program, Sriwijaya University Palembang.
- Paul, D. (2003). *Teaching English to children in Asia*. Hongkong: Pearson Education Asia Ltd.
- Phares, E. J. (1973). *Locus of control a personality determinant of behavior*. Morriston, NJ: General Learning Press.
- Piter, W., Loeneto, B. A., & Jaya, H. P. (2018). Correlation between Students' Preferences on Their Teachers' Code-Switching and Reading Comprehension Performance. *The Journal of English Literacy Education*, 5(2). doi: <https://doi.org/10.36706/jele.v5i2.7249>
- Purwanto, M. N. (1990). *Belajar Berhubungan Dengan Perubahan Tingkah Laku*. Jakarta: PT Rineka Cipta.
- Quirk, M., Schwanenflugel, P. J., & Webb, M. Y. (2009). A short-term longitudinal study of the relationship between motivation to read and reading fluency skill in second grade. *Journal of Literacy Research*, 41(2), 196-227.
- Risfayani, L., Sofian, H., & Husin, S. (2015). An analysis on external factors influencing students English learning achievement, 1-10. Retrieved from <http://download.portalgaruda.org/>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- Sari, F. (2010). *The Correlation between the language learning styles and reading achievement of the students of English study program in tourism of Polytechnic Sriwijaya* (Unpublished Magister Thesis). Graduate School, Sriwijaya University, Palembang.
- Sagita, N. (2008). *The Correlation among Student's Self Efficacy, Self Regulation, and Their Reading Achievement at English Education Study Program Faculty of Teacher Training and Education Sriwijaya University*.
- Schunk, D. H. (1996). *Explicit instruction for implicit meaning: Strategies for Teaching Inferential Reading Comprehension*.

- Sherer, M. & Maddux, J. E. (1982). General self-efficacy scale: dimensionality, internal consistency, and temporal stability. *Proceedings of the Redesigning Pedagogy: culture, knowledge and understanding conference, Singapore, May 2007.*
- Talebi, M. (2012). *Reading Proficiency*. Retrieved from <http://www.childtrendsdatbank.org/?q=node/258>
- Tennant, A. (2013). Reading matters: What is reading? [Online] Available: <http://www.onestopenglish.com/skills/reading/reading-matters/reading-matters-what-is-reading/154842.article> (May 30, 2013).
- Tucker, C. M., Zayco, R. A., & Herman, K. C. (2002). Teacher and child variables as predictors of academic engagement among low-income African American children. *Psychology in the school, 39*(4), 477-488.
- Wallen, N. E., & Fraenkel, J. R. (1991). *Educational research: A guide to the process*. New York, NY: Mc.Graw-Hill, Inc.
- Wang, F. (2008). Motivational and English Achievement: An Exploratory and Confirmatory Factor Analysis of a New Measure for Chinese Students of English Learning. *North American Journal of Psychology, 2008, 10*(3), 633-646.
- Wasliman, L. (2003). *Kualitas pendidikan sangat memperhatikan*. Retrieved <http://www.pikiran-rakyat.com/cetak/0703/11/04x1.htm-17k>, accessed on Dec12, 2018).
- Woolfolk, A., & Nicolich, L. M. (1980). *Educational Psychology for Teachers*. Englewood Cliffs. New Jersey: Prentice Hall.