

The Correlation between Students' Motivation and Reading Comprehension at The Second Semester Students at English Language Education at University of Batanghari

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ABSTRACT

The purpose of this research is want to know is correlation between students' motivation and reading comprhension students at the second semester at English language education at University of Batanghari. The research is using is quatitative research with a Descriptive, which the data that get is quantitative data and the data is explained as describe. The population of this research is the at second semester students at English Language Education at Univesity of Batanghari and the were 30 respondents were as the sample. The data was get from the students' motivation qestionnaires and reading comprehension. the test. After analyzed and calculate the data, it was found that mean of students' motivation questionnaires was 63% (19) the categorized was in high score, and 37% (11) the categorized was in score low. 0% none was in categorized very high and very low. And the range score of the reading comprehension was 30. The maximum score was 70 and the low score was 40. Meanwhile the sum 1720. The result showed that 87% (26) the categorized good, and 13% (4) the categorized poor. 0% none of the had very good and very poor reading comprehension. It was found the result of the correlation between students' motivation and reading comprehension is r_{xy} 0.71 is higher that the level of correlation probability which score sig. 0.00. The result indicated that the H_0 is rejected and the H_a is accepted which means that there was a correlation between students' motivation and reading comprehension at the second semester students at English Language Education at University of Batanghari.

Keywords : *Students' Motivation, Reading, Reading Comprehension.*

INTRODUCTION

Reading is something very important in life. Reading has an important role in creating a generation of students who are smart, creative, and critical. By reading students get knowledge and information from all over the world. Highly motivated students will have gaining new knowledge and skills. Besides, motivation is also important in the evaluation and learning process. Students can overcome problems in reading the text. They need very high motivation. Not only using word interpretation, but how students explain the intended meaning, according to Grabe, W. P., & Stoller, F. L. (2013:11).

Reading comprehension is students able to understand the purpose of the text or describe what students

understand. The basic understanding is understanding of the way words put together meaningful phrases, phrases into sentences, and sentences into paragraphs. Reading comprehension is also influenced by internal and external factors. Internal factors are factors of oneself without the influence of others, such as a student motivated to learn English so that he can travel around the world. External factors are encouragement from others. For example, a student is motivated to study hard because of the opportunities given by the lecturer to get a master's scholarship abroad. Reading is a skill in which the teacher expects students to gain knowledge, reading is arguably the most important skill for success in all contexts. His also skill is very important because it can make a general

assessment of language skills used. Motivation is a change in energy in a person which is marked by the emergence of feelings and responses to these goals, explained by Mc. Donald (2011:12).

MOTIVATION

Learning without motivation makes the learning process in the classroom uncomfortable and unsightly. Uguroglu & Walberg (1979:63), state motivation is very important to study and fulfill all fields of human endeavor.

Motivation can also be consider as encouragement for all students that lead to learning, this state by Sadirman (2012:723). Motivation is also a change of some pattern of protection from a program of action that is specifically determined by the individual, if fully speak, motivation is an internal program that is in a person, which encourages people to take certain actions. Internal programs that can change innate, have exist in others since he born compiled through experience, this is from the recognition of Donald Laming (2004:2).

According to Abraham H Maslow (1970:24-27), motivation theory these two facts: First, that humans are not at all happy except in relative ways or one step beside the road, and second, they seem to organize themselves in several types of hierrachies of excellence.

There are several kinds of motivation, namely:

1. Integrative and instrumental motivation

Integrative and instrumental motivation one of the most influential research on motivation in second language studying turned into performed via Gardner and Lambert (1972:1188). They identified two kinds of attitudes that have an impact on motivation in language learning: Attitudes to the goal-language speakers and attitudes associated with the possible uses of the language being learned. Gardner (1985:10), keeps that in assessment to

motivation. attitudes do not have a direct influence on getting to know: Motivation in the present context refers to the mixture of effort plus desire to gain the goal of mastering plus beneficial attitudes toward gaining knowledge of the language. The two styles of attitude correspond to the two styles of motivation: Integrative and instrumental.

According to Gardner (1977:244), describe these two sorts of motivation as follows: Integrative reasons are described as the ones which suggest hobby in getting to know the language if you want to meet and talk with contributors of the second language network.

2. Extrinsic and intrinsic motivation

Extrinsic Motivation according to Brown (2007:1189), the desire of college students to delight mother and father, their wish to succeed in an examination, and peer-group influences.

Intrinsic Motivation comes from students and their attitudes that are closer to language, and their learning goals, their emotions, and so on according to Ur (1996:1189). Intrinsic motivation is the tendency to read for one's own sake and for the pleasure of reading. Readers who are basically motivated only find books and pursue them in loose time Ryan & Deci (2004:56). Hamalik (2004:25), argues that "the intrinsic motivation is motivation included in the learning situation that comes from the needs and goals of students alone". Meanwhile according to Sardiman (2006:25) "the intrinsic motivation is motives which becomes active and functioning need not be stimulated from the outside because within every individual has the urge to do something".

According to Syaiful Djamarah (2000:15), function motivation is as follows: 1) Motivation as a driver of action. 2) As a driver that is motivation will influence what attitude students should do to study. Students who don't

have an interest in learning, because something is going to study, which has not been learned that can encourage students to study to find out. 3) Motivation as an activator of actions encouragement. 4) Mind intellect processes with body, action and mind are very strong so that it understands exactly what content learned. 5) Motivation as a director of rears. 6) The function of motivation is to direct student actions in learning, students who have motivation he understands which must be done and which do not do.

READING

Reading is the most essential activity in each class, now not just as the source of statistics, however also as a means of consolidation and growth ideas and understanding of one language River (1968:11).

Reading Comprehension

According to Shofia (2001:75), unearths in her studies that the weaknesses of students in studying pace and studying comprehension has two elements, specifically, the students do now not completely understand how to read text speedy and how to realize it nicely.

According to Cohen and Shofia (1987:77), states reading strategies are mental processes where readers consciously choose to use it complete the reading task.

According to Anderson and Armbruster (1984), identified six main structures for regulating expository material: First description (characteristic, nature, nature or function), the second temporal sequence of events, third explanation (concept or terminology), fourth definition-example), fifth compare-contrast, and sixth problem-solution-effect. According to Abidin (2010), reading comprehension is a series of processes carried out by readers to find information and understand information contained a text.

Concept of Reading Comprehension

According to Amirah Widia Adiarti (2018:21), he is explain there are several criteria commonly used in measuring students' reading and understanding abilities, namely:

- 1) *The main idea* is the main idea can be found from the topic of the sentence usually located at the beginning of the paragraph, but there is also located in the middle and end of the sentence.
- 2) *Expressions* are expressions issued.
- 3) The inference is making details in detail.
- 4) *Grammar features* a set of structured rules, which govern sentence structure.
- 5) *Details* (scan details specifically started).
- 6) *Excludes unspecified facts* (details not written down).
- 7) *Supporting ideas*, are sentences that support or clarify the main idea of a paragraph.
- 8) *Vocabulary in context* is a colletion of words or phrases that are usually arranged in sequence.

Techniques Reading Comprehension

1. Skimming

Maxwell (1969), defines skimming as getting the primary concept or essence of a variety quickly in written textual content, in which college students expand the strength of inference through systematic practices that inspire them to count on textual content material.

2. Scanning

Whit this method, the students look for specific record within a textual content such as date, names, location, amongst others. According to Maxwell (1970), Scanning, which is defined as the potential to locate specific information and info quick, is appeared as a suited reading talent and is taught in maximum developmental reading guides.

RESEARCH METHODOLOGY

This research method is quantitative with a correlation research approach. Quantitative research method is one type of research whose specification are systematic, planned, and clearly structured. According to Leedy and Ormrod (2001:65) descriptive studies technique is simple research method that examines the situation, as it's far within the current state. Correlational research is a statistical test to determine the degree of relationship between variabels without any manipulation in the data. The statistic that expresses a correlation statistic as a linear relationship` is the product-moment correlation coefficient.

According to sugiyono (2017:80), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to study and then draw conclusions. In this study, The Correlation between Students' Motivation and Reading Comprehension at the Second Semester Students at English Language Education at University of Batanghari, totaling 30 students, in class A1 and A2.

According to Sugiyono (2017:142), questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. The questionnaire consisted of 15 items about motivation. This questionnaire ask respondents to answer written tests always, often, something, rarely, never. Each answer "Always" is giving a score of 5, "Often" is a score of 4, "Sometimes" is given a score of 3, "Rarely" is given a score of 2, " and the answer "Never" is given a score of 1.

According to Zainul & Nasution (2001:3), the test is a question or task or set of task planned to obtain information about an educational attribute. According to Calongesi (1995:3), the test is one of the planned measurement effort ussed by teachers to try to create opportunities for students to show their achievements related to the goals that

have been set. The test consists of the number of questions students have to do, each question in the test faces students on an assignment and provides conditions for students to respond to the assignment or question.

According Arikunto (1998:256), validity is a measure that shows the level of validity of an instrument. Before using the questionnaire to the real sample, they should be tried out to find their validity value. To measure the validity, the research will use SPSS 16.0. The questionnaire has been tested to 15 eighth semester students whichh test result score are between .532 to .857 which are higher that *r* table (0.514). It is concluded that all items are considered as valid. The validity for 30 students *r* table < 0.361 is valid.

Arikunto (1998:169), in this study the reliable used is internal reliability, internal reliability is reliability based on the method of teting the size / criteria of the instrument. According to Creswell (2012:159), reliability means that scores from an instrument are stable and consistent. Internal consistency reliability refers to a measure of the degree to which the items, equivalent or consistent with each other. The reliability of the questionnaire has been tested by using Cronbach Alpha 0.70 it is concluded that the questionnaire is reliable. The realibility of the test has been tested by using Cronbach Alpha which resulted reliability score .963 which considered a reliable.

To find out the correlation between students' motivation (x) as a whole and their reading comprehension (y), Pearson Product-Moment Correlation Coefficient will be employed, which formula is shown bellow:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

(Product Moment Test: Pearson, in Arikunto, 2013: 87)

r_{xy} = Correlation coefficient between variabel X and Y

Σ_X = Total number of scores X

Σ_Y = Total number of scores Y

Σ_{X^2} = Total number of scores X squared

Σ_{Y^2} = Total number of scores Y squared

Σ_{XY} = Total scores X multiplied by Y

n = Number of respondents

The result will be determined by using the correlation coefficient provided by Lodico, Spaulding, and Voegtle (2010), which shown in the table below:

Table 1. Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

FINDINGS

The were kinds of research finding in this study: (1) the result at students' motivation as the variabel X, and (2) the result of reading comprehension or the variabel Y. The result of the both test can be seen in table below:

Table 2. Students' Test Results

No.	Respon-dents	Students' Motiva-tion (X)	Reading Compre-hension (Y)	XY	X2	Y2
1	Students 1	67	70	4690	4489	4900
2	Students 2	67	70	4690	4489	4900
3	Students 3	64	70	4480	4096	4900
4	Students 4	62	60	3720	3844	3600

5	Students 5	60	70	4200	3600	4900
6	Students 6	60	70	4200	3600	4900
7	Students 7	60	70	4200	3600	4900
8	Students 8	59	60	3540	3481	3600
9	Students 9	57	60	3420	3249	3600
10	Students 10	56	60	3360	3136	3600
11	Students 11	56	60	3360	3136	3600
12	Students 12	56	50	2800	3136	2500
13	Students 13	55	60	3300	3025	3600
14	Students 14	55	60	3300	3025	3600
15	Students 15	54	60	3240	2916	3600
16	Students 16	54	60	3240	2916	3600
17	Students 17	52	60	3120	2704	3600
18	Students 18	52	60	3120	2704	3600
19	Students 19	50	60	3000	2500	3600
20	Students 20	49	40	1960	2401	1600
21	Students 21	48	60	2880	2304	3600
22	Students 22	48	50	2400	2304	2500
23	Students 23	46	50	2300	2116	2500
24	Students 24	45	60	2700	2025	3600
25	Students 25	45	50	2250	2025	2500
26	Students 26	44	50	2200	1936	2500
27	Students 27	43	50	2150	1849	2500
28	Students 28	39	40	1560	1521	1600
29	Students 29	34	40	1360	1156	1600
30	Students 30	27	40	1080	729	1600
Total		1564	1720	91820	840121	101200

The total active students at second semester of English Education Study Program were 30 students. The 15 items students' motivation questionnaire. The students' motivation questionnaire was rated by using Likers scale. In scoring the students' motivation, 15 items were calculated based on the Liker scale. Based on the test result above (table 8), the maximum score was 67 and minimum score was 27. Meanwhile, the range of the students' motivation was 40. Meanwhile the sum score was 1564. The distribution of

students' motivation can be seen in the table below:

Table 3. Distibution at students' motivation

Categories	Frequency	Percentage
Very High	-	-
High	19	63%
Low	11	37%
Very Low	-	-
Total	30	100%

It was revealed that from the questionnaire, the four levels of students' motivation were all perceived by the students with different number: (63%) 19 of the students had high students' motivation, (37%) 11 students had low students' motivation and none of them (0%) was on the very high and very low categories.

The Result Reading Comprehension

Based on the test result on the table 8, the range score of the reading comprehension was 30. The maximum score was 70 and the lowest score was 40. Meanwhile the sum score was 1720. The distribution of the reading comprehension results can be seen in the table below:

Table 4. Distibution reading comprehension

Categories	Frequency	Percentage
Very Good	-	-
Good	26	87%
Poor	4	13%
Very Poor	-	-
Total	30	100%

Based on the distribution above, the result showed that (87%) 26 students had good reading comprehension. (13%) 4 students had poor reading comprehension. None of the had very good and very poor reading comprehension. Thus, it can be assumed that most of the A1 and A2 class at

second semester students at English Language Education.

Table 5. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Students' Motivation	Reading Comprehension
N		30	30
Normal Parameters ^a	Mean	52.13	57.33
	Std. Deviation	9.239	9.444
Most Extreme Differences	Absolute	.113	.278
	Positive	.064	.189
	Negative	-.113	-.278
Kolmogorov-Smirnov Z		.621	1.522
Asymp. Sig. (2-tailed)		.835	.019

The data normal if $p > 0.05$ and if $p < 0.05$ it means the data are not normal. Kolmogorov-Smirnov was used to see the normality. The results of normality test which shown above indicated that the data from each variable are distributed normally and appropriate for the data analysis which coefficients. .835 for students' motivation and .019 for reading comprehension.

Table 6. The Result of Linearity Test

Anova							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Students' Motivation	Between Groups	(Combined)	2420.000	19	127.368	7.642	.001
		Linearity	1868.483	1	1868.483	112.109	.000
		Deviation from Linearity	551.517	18	30.640	1.838	.163
	Within Groups	166.667	10	16.667			
Total			2586.667	29			

Based on the table above, the result showed that the deviation from linearity between students' motivation and reading comprehension (sig) was .163 or higher than .05, which the result could be assumed as linear.

Correlation Analysis

the formula of Pearson Product Moment was conducted in this research. The result of the analysis can be seen below:

Notes:

$$\begin{aligned} \Sigma X &= 1564 \\ \Sigma Y &= 1720 \\ \Sigma XY &= 91820 \\ \Sigma X^2 &= 84012 \\ \Sigma Y^2 &= 101200 \end{aligned}$$

Solution:

$$\begin{aligned}
 r_{xy} &= \frac{N\Sigma xy - (\Sigma x) \cdot (\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2] \cdot [N\Sigma y^2 - (\Sigma y)^2]}} \\
 &= \frac{30 \cdot 91820 - 1564 \cdot 1720}{\sqrt{[30 \cdot 84012 - (1564)^2] \cdot [30 \cdot 101200 - (1720)^2]}} \\
 &= \frac{2754600 - 2690080}{\sqrt{[2520360 - 2446096] \cdot [3036000 - 2958400]}} \\
 &= \frac{5444680}{\sqrt{74264 \cdot 77600}} \\
 &= \frac{5444680}{\sqrt{5762886400}} \\
 &= \frac{5444680}{759136773} \\
 &= 0,71
 \end{aligned}$$

Based on Pearson Product Moment Correlation Coefficient above, the correlation coefficient or the r_{xy} is 0.71 is higher than the level of correlation probability which score is 0.00. The result indicated that the H_0 is rejected and the H_a is accepted which means that there was a correlation between students' motivation and reading comprehension at the second semester students at English Language Education at University of Batanghari.

Table 7. Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 – 0.34	Slight relationship
0.35 – 0.64	Moderately strong relationship
0.65 – 0.84	Strong
0.85 – 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010, p. 284)

Based on the correlation coefficient proposed by Lodico et al (2010, p. 284), the degree of correlation between the students' motivation to their reading comprehension strong with the r_{xy} is 0.71. The data showed that there was a strong relationship between the students' motivation and reading comprehension at the second semester students at English Language Education at University of Batanghari.

DISCUSSIONS

The discussions are made based on the result of data analyses in order to strengthen the value of this study. Based on the data, there was a strong correlation between students' motivation and reading comprehension.

First, based on the result of Pearson Product Moment correlation showed that there was correlation between students' motivation and reading comprehension at the second semester students at English Language Education at University of Batanghari ($r=0.71$). This means that students' motivation had relation to their reading comprehension. This result can be happened since students' motivation was the dominant factor at affected reading comprehension. The explanation to support this finding is that from the beginning of the first semester the participants had been involved in English reading comprehension assignment.

Furthermore the students at English Language Education at University of Batanghari. Students can motivate themselves to read books every day in class. Most classes are based on the activeness of students which is expected by students to be able to read books or texts aloud, making them try to push themselves to get used to reading books and being able to understand what the books or texts contains. According to Cohen and Shofia (1987:77), states reading strategies are mental processes where readers consciously choose to use it complete the reading task.

Nevertheless, the result of the students' reading comprehension test showed various results. The first, none of the students (0%) obtained are in very good and very poor category. Next, (87%) 26 students obtained good category. It shows that students understand the texts. The last, (13%) 4 students obtained poor category. The students do not understand the contents of texts because they are not focused on reading so they do not understand what the contents of the texts.

According to the result of reading comprehension, the level of students reading comprehension were in good level category. To improve their reading comprehension score, the students have to aware importance of students' motivation and try challenge their self to more confident in reading. The most significant activity to improve students' reading comprehension is often reading books or texts in English to make them accustomed to reading and understanding them, reading the right way to understand words and text contents and to practice reading habits.

Based on the result of the students' motivation questionnaire, (63%) 19 students had high motivation. The result indicated that most of the students had high students' motivation. The students who were proven to have high students' motivation will believe in themselves, they will read texts from themselves, who were fun, motivated and believe in their abilities. Furthermore, (37%) students were on the low category. The students with low confidence in reading the texts and they do not care about the contents of the text, every reading is only read without wanting to fill in the texts. During the teaching and learning process of reading comprehension there must be interesting texts and encourage students to read and be accustomed to reading so that students can understand the meaning of the contents of the texts by reading often. It will make them more active in the learning and teaching process.

Finally, this study was successful in investigation the correlation between students' motivation and reading comprehension at the second semester students at English Language Education at University of Batanghari.

CONCLUSIONS

Based on the finding and interpretations of the study, some conclusions were drawn:

1. Based on the result of Pearson Product Moment correlation, there

was a correlation between students' motivation and reading comprehension at the second semester at English Language Education at University of Batanghari ($r_{xy} = 0.71$). This means that there was a relationship between students' motivation and reading comprehension and at the second semester at English Language Education at University of Batanghari.

2. Based on the findings, it can be concluded that students' motivation gives dominant effect through reading comprehension at the second semester at English Language Education at University of Batanghari. When students' motivation was high and it also gave good influence on their reading comprehension.

Suggestions

Based on the conclusions addressed above, some suggestions were delivered:

1. For Students
Students have to be aware about students' motivation importance on learning process and willing to challenge themselves on building students' motivation to achieve the best results of learning.
2. For English Lecturers
During the teaching and learning process of reading, the atmosphere is relaxed, funny, interesting, and give more time to read and practice to encourage students to read and participate in reading activities without anyone feeling forced.
3. For Other Researchers
To get the best results on collecting research data, it is recommended to make sure that the respondents are free from classes and in healthy or well condition and also feel comfortable.

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