READING MOTIVATION OF ENGLISH EDUCATION STUDY PROGRAM AT SECOND SEMESTER STUDENTS OF MERANGIN UNIVERSITY

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Abstract *: The purpose of this research was to describe about students' motivation in reading at second semester of English Education Study Program in academic year 2023/2024. The reading motivation is needed by the students, because it is the reason or a motive why a student starts to reading. While, reading is an activity to get information as source of knowledge for students, it also can support them in doing their task in academic aspect and life in their future. This research is descriptive quantitative research. It conducted in English Educational Program of Merangin University. The population is the second semester students consists of 28 students. The sample of this research is total sampling. The researcher used Motivation for Reading Questionnaire (MRQ) that filled by students as the instrument of collecting data. The instrument used four Likert scale, ranging from one to four, with scale of very different from me, a little different from me, a little like me, and a lot like me. In analyzing the data by connecting between the indicators of Motivation for Reading Questionnaire consisted of 53 items, questionnaire is divided into three categories of competence and self-efficacy beliefs, goals for reading, and social purposes of reading. While the dimensions are self-efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance. it classified into high and low reading motivation. Based on calculating the data, the result shown that second semester students of English Education Study Program Merangin University had high reading motivation. It also shown that students had high category in reading compliance and low in work avoidance. The lecturer should use this instrument to know about students reading motivation before start to teach reading subject in the class. Therefore, she or he can design good ways to teach it.*

 Keywords*: reading, motivation, questionnaire, MRQ.*

INTRODUCTION

Reading is an important activity for students, because it is a source of language that can improve their thinking. It helps them to talk with some other people, share their knowledge based on information that they got from reading activity. In

academic aspect, it helps students to interact with academic book since their study periods. How they make assignments like paper and other academic task even the last task for them how to write thesis. It needs reading activity to enrich it by various theories. Besides that, it also related to evaluation for students, when they follow exam such as quiz, mid-term test and final test, they interact with the number of question that need to comprehend them in order to able to answer the question.

Reading is an activity to interact with the text or written form. The reader needs a desire to start this activity to the end of the activity. Besides that, he or she must get the understanding whole the content of the text. The understanding or comprehension is the main purpose of reading activity. Therefore, it is important to prepare the reader has motivation to read. reading motivation is a motive to start reading activity.

Not only a strategy that is needed in reading comprehension but also reading motivation. The factors that influence students in reading comprehension is their motivation in reading, because reading is an effortful activity that students often can choose to do or not to do. Motivation relies on reading comprehension, which fuels strategy development. Students do reading for a particular purpose. Reading by purpose provides motivation. Teacher should think what factors make students to read

Based on the curriculum of English Education Study Program, reading is series subject which consists of Basic Reading, Advanced Reading, and Academic Reading. The objectives of these subjects are providing students can comprehend the sentence, paragraph, passage, essay, article, journal, and the book. It means that, students need to read in their daily life to face all of thing in their life related to the idiom said that "the more you read, the more you get". This program are provided students to be teacher candidate, entrepreneur and tourism guides that can compete to the technology and era development

In lectures of basic, students have to write reading report as the weekly assignment; they write based on the material that will discuss for the next meeting. In fact that, some of

students still copied their friends task. therefore, when the lecturer asked them about their reading report, they did not know. One of the purposes of writing reading report is to provide students to read the material and understand about it before they come to the class. It means that the students have backgrounds knowledge about the material and the class would be active by sharing the information about what they read before. It assumed that they have low motivation in reading, they do not set goal or purpose of reading, and they do not have understanding about the importance of reading.

Some research studies focused on reading motivation. Firstly, a study about An Analysis of English Students' Motivation in Reading Academic Articles at English Education Program of Universitas Negeri Padang was conducted by Dini and Fithrawati (2020). The finding shows students have high motivation because 66 students are in 2,51 – 3,25 mean range. It means that half of the samples are at high level motivation to read academic articles and there are only 6 samples that have low level motivation in reading

academic articles (the mean score is 1,76 - 2,50). Moreover, 12 students have very high motivation in reading academic articles (the mean score is in 3,26 - 4,00 range); (2) factors that influenced the motivation of English Education 2016 students' in reading academic articles are dominated by intrinsic factors. Secondly, the study was conduct by Siregar (2019) entitled An Analysis of Students Reading Motivation in Reading Subject at English Department of Universitas Negeri Padang. The finding shows that 2016 English Education students have a good motivation in reading, because a half of the participant were in average level of reading motivation followed by the high level of motivation and there were only two students who have low motivation. The students' type of motivation was dominantly extrinsic motivation.

The last, the study was conducted by Fauzi, et al (2022) entitle the Relationship Between Students' Reading Motivation and the Success to Comprehend the English Texts. The result shows that there is a positive correlation between students' reading motivation and their reading

comprehension which means the more motivated students in reading the more increased their comprehension in reading the texts.

From several previous studies above, it can be seen that the previous researchers has analyzed the correlation of students' motivation and their reading comprehension. In addition, another researcher has conducted a research focusing on the analysis of students' motivation in English subject and the academic article. In this research, the research wants to describe the students' reading motivation and find out their strength and the weaknesses from the 11 indicators of MRQ. In this research, the researchers takes the title "Reading Motivation of English Education Study Program at Second Semester of Merangin University"

REVIEW OF RELATED LITERATURE

Related Theory

The Nature of Reading Motivation

Motivation is one of important factors that influence students' learning achievement. Every student needs motivation in accomplishing his/her study during teaching learning process. Brewster and Fager (2000)

state that students who are not motivated to engage in learning are unlikely to succeed. with learning without getting bored and or giving up easily.

Futhermore, Sadirman (2006:89) differentiates motivation into two: 1) intrinsic motivation and 2) extrinsic motivation. Intrinsic motivation is usually closed with someone and united with activity he or she done. It comes from inside so the students have high curiosity, high interest and strong will form themselves. In general, extrinsic motivation comes from outside; for example the students want to be proud by others, get popularity or prestige.

Then, Dornyei and Otto in Dornyei (2001:9) defines the motivation as switching cumulative stimulation in individual that leads up, guides, organizes, expands, arranges and evaluate the cognitive and psychomotor processes by selected, prioritized, operationalized, acted out wishes and desire.

Motivation stimulates an individual to achieve their goals by doing some efforts.

Motivation for reading has been related to reading comprehension

and other reading achievement outcomes. The high reading motivation students will be motivated to read when they fell they need something from the text. They show greater perseverance and sustained effort in their activity of reading. Students who are highly motivated in reading seem to create the opportunities that will support long periods of sustained reading such as organizing their activities and planning for reading time. They will higher achievement in reading comprehension

On the other hand, the low reading motivation of students in reading, they will get lower achievement in reading comprehension. The students cannot activate and energize their cognitive process in their reading comprehension class because they do not have positive attitude toward reading text and expending lest effort in reading, which consequently can impact their achievement in reading comprehension.

Widfield and Guthrie (1996) divide reading motivation into three categories, which entail 11 sub-

components: 1) Competence and reading efficacy, 2) acheivement value and goals, and 3) social aspect of reading. These can be ilustrated that competence and reading efficacy refer to the belief a person has about his or her capabilities to learn or perform behaviours at designed level. There are three sub components of them; reading efficacy, reading challenge and reading work avoidance. Achievement value and goals devide into two categories; intrinsic motivation and extrinsic motivation. Intrinsic motivation deals with some sub categories; reading curiosity, involvement and importance of reading. Extrinsic motivation refers to motivations that are external such reading recognition, reading competition, and reading for grades. Social aspects of reading is a motivation constructs referring to interpersonal behavior patterns. They consist of two sub components; social reason for reading and reading compliance

Based on the review of the related theories above, it can be concluded that it is necessary for the teacher to create a good atmosphere and prepare interested materials to

bring into the classroom in order to improve the students motivation and activities in reading.

In assessing students' reading motivation, there are some experts who mention about how to score the students' point in reading motivation. Martini (2006) states that "reading motivation is a sense that concerns with curiosity about reading activity." Positive reading motivation is followed by curiosity to pay attention, choose and do reading as enjoyable activities. Then to know the students who have high reading motivation, she states that the students' motivation in reading can be made on the components mention above as the following:1).They enjoy reading the English reading text. 2)They know the importance of English reading text. 3)They are interested in reading the English text. 4)They read English text by their own desire.

Considering the theories described before and accordance with the purpose of the research, it is decided the indicators of reading motivation based on Wigfield and Gutrie (1996) theory. There are three aspects of reading motivation: Competence and reading efficacy,

achievement value and goals, and social aspect of reading. The assessment is seen through the source of reading motivation in third aspect

Table 1. The indicators of Reading Motivation Questionnaire

No	Indicators Reading motivation	Sub Indicators Reading motivation
1	Competence and Reading efficacy	a. Reading efficacy b. Reading challenge c.Reading work avoidance
2	Achievement value and goals	Instrinsic motivation a. Reading curiosity b. Reading involvement c. Importance of reading Extrinsic motivation a. Competition in reading b. Reading recognizition c. Reading for grades
3	Social aspects of reading	a.Social reason for reading b. Reading for compliance

Influence Factor of Reading Motivation

There are some factors influencing students' motivation in reading. Major factors usually differs in gender, age, socio- economic background, and reading habit.

a. Gender

motivation in reading influences by gender. According to Singh (2011:42) girls and boys differ significantly in their reading habits. Atkinson (2006:16) said that both genders have a different purpose for

reading and, by the age teen to adolescence, these differences are evident between males and females reading preferences. Higginbotham (1999:192) says that there are differences in interest by gender, which are congruent with many society's stereotypes, and females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. Also, the male respondents had a stronger preference for non-fiction than did the female respondents. It means that gender is a factor in reading motivation.

2. Age

According to Newman-Ford, Lloyd & Thomas (2009: 76), they suggested that mature students (>23 years old) may have difficulties coping with the demands of learning compared to young students (<23 years old) Indeed. In addition, Richardson (1994: 14) concludes that mature students seek a deeper meaning towards their academic work and were less likely to adopt a surface

Duthie (2005: 128) found that as students grow older, the interests to engage in texts are less likely to occur because of the other free-time possibilities that are competing for the adolescent's attention. It is unsurprising that there are sample factors that motivate students to read. Age becomes one factor to students to do reading activities, if students are more mature, they will have good motivation in reading for spend their lifetime

3. Socio-economic Background

Socio-economics' background has important aspect in giving influence in motivation of reading . according to Guthrie et al l (1978: 62) point that parents" level of education, socio-economic position of the family and cultural heritage play an important role in the learning achievements of students. Another factors are also taken into consideration when a student reads. Students" parents, siblings, and peers, as well as their culture images all play an important role in students" selection of reading materials. This means that students with educated parents have higher reading success and reading habits thus are intrinsically motivated to

read various reading materials (Geske & Ozola, 2009: 37).

METHODOLOGY OF STUDY

Research method is basically a scientific way to get data with a specific purpose and usefulness (Sugiyono, 2006: 1). Meanwhile, according to Dinata (2006: 317), research methods are the ways used by researchers in designing, executing, processing data and draw conclusions with regard to specific research problems.

Quantitative research is based on a philosophy of positivism that emphasizes objective phenomena and is studied quantitatively (Dinata, 2006). The design objectivity maximization of this research is done by using numbers, statistical processing, structure and controlled experiments. Descriptive research (descriptive research) is a research method that is intended to describe the phenomena that exist, which took place at the moment / the past, both natural phenomena / human engineering.

Population is the total number of research subjects (Arikunto, 1998: 115). The population in this research is the second students of English Education Study Program in Academic Year 2023/2024 While the sample is part of the population, and in this study, the researcher took the total samplin

Table 2. sample of the reserach

Class	Amount of students
B	28

In this research, questionnaire of reading motivation and reading comprehension test were the instruments to collect the data. Questionare was used to know the students' reading motivation whether they are included in the students with high motivation and low motivation. It was designed based on the following indicators:

Tabel 3. The item specification of questionnare

No	Reading motivation's indicators	Reading motivation's sub indicators	Item Number
1	Competence and Reading efficacy	a. Reading efficacy b. Reading challenge c. Reading work	7,15,21 5,20,2,16,8 24, 32, 13, 40
2.	Achievement value and goals	Instrinsic motivation a. Reading curiosity b. Reading involvement c. Importance of reading Extrinsic motivation d.	4,10,19, 29, 25 22, 30, 12, 35, 33, 6, 17,27 9, 1, 44, 41,51,52
3.	Social aspects of Reading	a. Social reason for reading b. Reading compliance	11, 26, 31, 42, 45,39, 48. 34, 23, 36, 46.

The validity of the questionnaire is used to test whether the questionnaire was designed to measure what should be measured. The procedure of validity test includes; first, make the questions related to the theory of reading motivation (construct validity). Second, the questions have been used before by Guthrie and Wilfield, it means the questionnaire has valid and reliable

Data collection techniques used in this study is a questionnaire technique or questionnaire. It used in this study is a closed questionnaire. Closed questionnaire is a questionnaire presented in such a way that the respondent is asked to choose one answer that suits his / her characteristics by cross mark (X) or checklist (√) (Riduwan, 2009: 27). Respondents just choose one of the alternative answers were provided. Questionnaire is expected to be known about the data self, knowledge and especially about Reading motivation at sixth semester students of English Education Program

According Gay (2009: 178) said that many types of items are commonly used in questionnaire, includes scaled items (e.g., likert and semantic differential), ranked items (e,g " rank the following activities in order of their importance"), check characteristic your principal"). Questionnaire rarely contain large numbers of free response items, but they may include one or two to give respondents the opportunity to add information not tapped by the closed-ended items.

The instruments used in this research is motivation for reading questionnaire (MRQ). The questionnaire was adopted from Wigfield and Guthrie (1997) called the Motivation for Reading consisted of 54 items and divided into 11 indicators of reading motivation. The questionnaire is divided into three categories of competence and self-efficacy beliefs, goals for reading, and social purposes of reading. While the dimensions are self-efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance. The instrument used four Likert scale, ranging from one to four, with scale of very different from me, a little different from me, a little like me, and a lot like me. The exception

of the calculation for the scale of work-avoidance is done by reverse counting in the SPSS descriptive analysis.

In analyzing the data, the researcher used the descriptive quantitative analysis. In this technique, the researcher describes about students motivation in reading . Researcher used following formula as Atingsomantri (2006: 40), the steps in analyzing the data are as follows:

1. Determine the max score, which is the biggest answer score multiplied by the number of items

2. Determine the score of min, which is the lowest score multiplied by many of items

3. Determine the median value, which is the sum of the max score with a score of min divided by 2

4. Determine quartile 1, which is the sum of min scores with the median divided by 2

5. Determine quartile 3, which is the sum of the max score with the media divided by 2

6. Make a table interpretation

7. Make a table distribution of frequency

8. After that, look for the percentage with the formula below:

$$P = F/n \times 100\%$$

Where:

P　　= percentage

F= Frequency

n= amount of students

RESULT AND DISCUSSION

In this research, there were 28 students of second semester of English English Education Study Program. It used total sampling because there was only a class, so all of them became sample of this research.

The data needed in this research were collected from questionnaire. The questionnaire was to measure students' motivation in reading., the data from questionnaire were analyzed to determine students with high reading motivation and students with low reading motivation of the sample

Quantitative data from the respondent's answer to the questions of students' reading motivation. It calculated by using statistical analysis with percentage descriptive formula. The percentage result are interpreted to sentences that are descriptive. This is intended to make easier to understand bthe final result in

qualifying the result of the research. This data calculation used the formula from Somantri (2006:40), as follows:

Based on these data, the step that must be used to find out how much students reading motivation

1. Determine the max score, which is the biggest answer score multiplied by the number of items

4 x 53 = 212

2. Determine the score of min, which is the lowest score multiplied by many of items

1 x 53 = 53

3. Determine the median value, which is the sum of the max score with a score of min divided by 2

(212 + 53): 2 =132,5

4. Determine quartile 1, which is the sum of min scores with the median divided by 2

(53+132,5):2 = 92,75

5. Determine quartile 3, which is the sum of the max score with the media divided by 2

(212+132,5): 2=172,25

6. Make a table interpretation

No	Catgories	Rentang Score	Interprtation
1	very High	Q3≤ x ≤score max	172,25- 212
2	High	Me≤ x ≤Q3	132,5 - 172,25
3	Low	Q1≤ x ≤Me	92,75 - 132,5
4	Very Low	Score min ≤ x ≤Q1	53 - 92,75

7. Make a table distribution of frequency

Catgories	Interprtation	freq	%
very high	172,25- 212	1	3,6
High	132,5 - 172,25	21	75,0
Low	92,75 - 132,5	5	17,9
Very Low	5392,75	1	3,6
TOTAL		28	100,0

Based on the table above, the highest frequency is in interval class number 3 which has range of 141-160 with 28 total students. The below diagram shows many students who have reading motivation
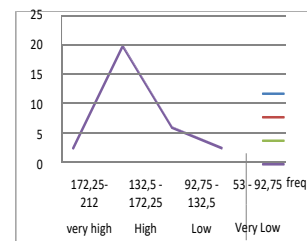
The result of reading motivation group was categorized into high and low reading motivation. This grouping was based on the questionnaire of reading motivation that was distributed on the final meeting of the research. Students with very high reading motivation are 3,6%, and high reading motivation are 75%, low reading motivation are 17,9 and very low reading motivation are 3,6.

The description students' reading motivation of third Semester at English department STKIP YPM Bangko from each indicator includes eficacy, challenge, curiousity, involvement, impotantnce of reading,

work avoidance, competition of reading, recognition of reading, reading for grade, reading cor social, and compliance.the following is the presentage of each indicator

1). Eficacy

Based on the result of descriptive analysis the percentage of eficacy indicator, there were 3 statement represent this indicator. The result as follow

Catgories	Interprtation	Frequency	%
very high	9,75 - 12	12	42,5
High	7,5 - 9,75	6	21,4
Low	5,25 - 7,5	5	17,9
Very Low	3 - 5,25	5	17,9
TOTAL		28	100

From the table above, it can be seen that students reading motivation in eficacy indicator were very high were 12 students or 42%, in high category were 6 students or 21,4%, in low category were 5 students or 17.9%, and in very low level were 5 students or 17,9%. The graphic can be seen as follow
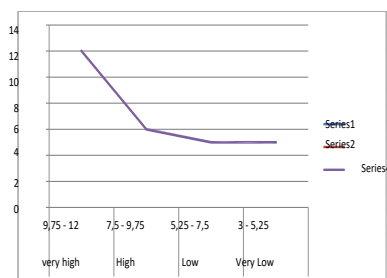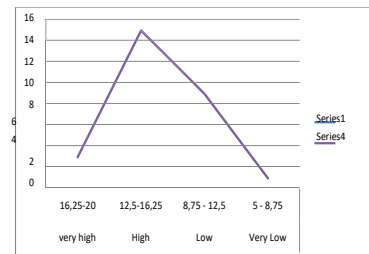

2). challenge

Based on the result of descriptive analysis the percentage

of challge , there were 5 statements represent this indicator. The result as follow:

Catgories	Interprtation FREQ		%
very high	16,25-20	3	10,71
High	**12,5-16,25**	15	53,57
Low	8,75 - 12,5	9	32,14
Very Low	5 - 8,75	1	3,57
	TOTAL 28		100,0

From the table above, it can be seen that students reading motivation in challenge indicator were very high were 3 students or 10,71%, in high category were 15 students or 53,57%, in low category were 9 students or 32,14%, and in very low level were 1 students or 3,5%. The graphic can be seen as follow
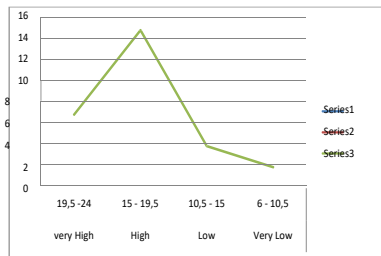

3). Curiousity

Based on the result of descriptive analysis the percentage of curiousity , there were 5 statements represent this indicator. The result as follow

No	Catgories	Interprtation	Freq	%
1	very High	19,5 - 24	8	28,57
2	**High**	**15 - 19,5**	15	53,57
3	Low	10,5 - 15	4	14,29
4	Very Low	6 - 10,5	1	3,57

	28	100,0

From the table above, it can be seen that students reading motivation in its indicator were very high were 8 students or 28,57%, in high category were 15 students or 53,57%, in low category were 4 students14,29%, and in very low level were 1 students or 3,5%. The graphic can be seen as follow
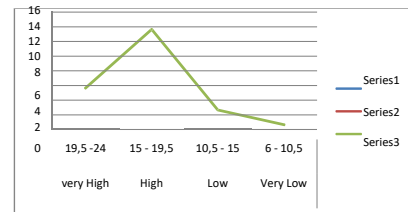

4). Involvement

Based on the result of descriptive analysis the percentage of involvement , there were 6 statements represent this indicator. The result as follow

No	Catgories	Interpretation	FREQ	%
1	Very High	19,5-24	7	25,00
2	**High**	**15 - 19,5**	15	53,57
3	Low	10,5 - 15	4	14,29
4	Very Low	6 - 10,5	2	7,14
Total			28	100,0

From the table above, it can be seen that students reading motivation in its indicator were very high were 7 students or 25%, in high category were 15 students or 53,57%, in low category
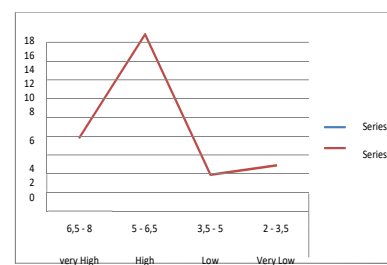
were 4 students14,29%, and in very low level were 2 students or 7,14%.. The graphic can be seen as follow

5). Important of reading

Based on the result of descriptive analysis the percentage of important of reading , there were 2 statements represent this indicator. The result as follow

N	Catgorie	Interprtation	FRE	%
1	very High	6	6	21,
2	**High**	**5**	**1**	60,
3	Low	3	2	7,
4	Very	2	3	10,
Total			2	100,0

From the table above, it can be seen that students reading motivation in its indicator were very high were 6 students or 21,43%, in high category were 17 students or 60,71 %, in low category were 2 students or 7,14%, and in very low level were 3 students or 10.71%.. The graphic can be seen as follow
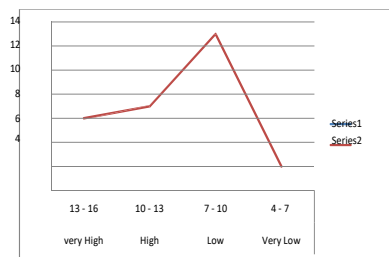

6). Work avoidance

Based on the result of descriptive analysis the percentage of

work avoidanve , there were 4 statements represent this indicator. The result as follow

From the table above, it can be seen that students reading motivation in its indicator were very high were 6 students or 21,43%, in high category were 7 students or 25 %, in low category were 13 students or 46,43%, and in very low level were 2 students or 7,14%.. The graphic can be seen as follow

7). Reading competition

Based on the result of descriptive analysis the percentage of reading competition, there were 6 statements represent this indicator. The result as

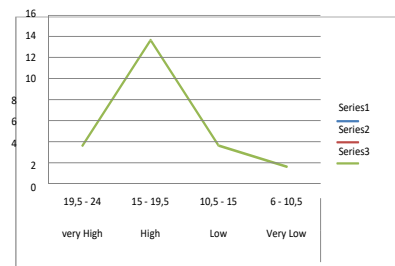| No	Catgories	Interprtation	FREQ	%
1	very High	1,5 - 24	5	17,86
2	**High**	**15 - 19,5**	**15**	**53,57**
3	Low	10,5 - 15	5	17,86
4	Very Low	6 - 10,5	3	10,71
Total			28	100,00

follow

From the table above, it can be seen that students reading motivation in its indicator were very high were 5 students or 17,86%, in high category were 15 students or 53,57 %, in low

category were 5 students or 17,86%, and in very low level were 3 students or 10,71%. The graphic can be seen as

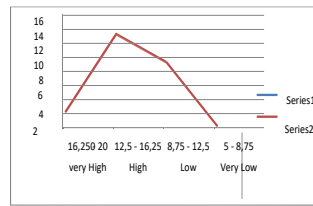| No	Catgories	Interprtation	FREQ	%
1	very High	13 - 16	6	21,43
2	High	10 - 13	7	25,00
3	Low	7 - 10	13	46,43
4	Very Low	4 - 7	2	7,14
			28	100,00

follow

8). Recogniztion for reading

Based on the result of descriptive analysis the percentage of recognition for reading , there were 5 statements represent this indicator. The result as follow

N	Category	Interprtation	FREQ	%
1	very High	16,25 - 20	3	10,71
2	**High**	**12,5 - 16,25**	**14**	**50,00**
3	Low	8,75 - 12,5	10	35,71
4	Very	5 - 8,75	1	3,57
			28	100,00

From the table above, it can be seen that students reading motivation in its indicator were very high were 3 students or 10,71%, in high category were 14 students or 50 %, in low category were 10 students or 35,71%, and in very lo level were 1 students or 3,57%. The graphic can be seen as follow
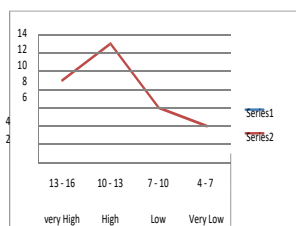
9). Reading for grade

Based on the result of descriptive analysis the percentage of reading for grade, there were 4 statements represent this indicator. The result as follow

No	Catgories	Interprtation	FREQ	%
1	very High	13 - 16	8	28,57
2	High	10 - 13	12	42,86
3	Low	7 - 10	5	17,86
4	Very Low	4 - 7	3	10,71
			28	100,00

From the table above, it can be seen that students reading motivation in its indicator were very high were 8 students or 28,57%, in high category were 12 students or 42,86 %, in low category were 5 students or 17, 86%, and in very low level were 3 students or 10,71%. The graphic can be seen as follow
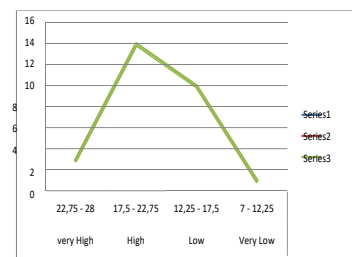

10). Reading for social

Based on the result of descriptive analysis the percentage of reading for social, there were 7 statements represent this indicator. The result as follow

No	Catgories	Interprtation	FREQ	%
1	very High	22,75 - 28	3	10,71
2	High	17,5 - 22,75	14	50,00
3	Low	12,25 - 17,5	10	35,71
4	Very Low	7 - 12,25	1	3,57
			28	100,00

From the table above, it can be seen that students reading motivation in its indicator were very high were 3 students or 10.71%, in high category were 14 students or 50 %, in low category were 10 students or 35.71%, and in very low level were 1 students or 3,57%. The graphic can be seen as follow
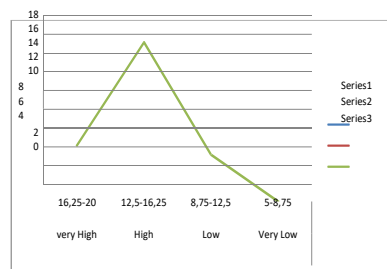

11). Compliance

Based on the result of descriptive analysis the percentage of compliance indicator, there were 5 statements represent this indicator. The result as follow

Catgories	Interprtation	Freq	%
very High	16,25-20	6	21,43

High	12,5-16,25	17	60,71
Low	8,75-12,5	5	17,86
Very Low	5-8,75	0	0,00
		28	100,00

From the table above, it can be seen that students reading motivation in its indicator were very high were 6 students or 21,43%, in high category were 17 students or 60.71 %, in low category were 5 students or 17, 86 %, and in very low level were 0 students. The graphic can be seen as follow

Based on the data discription above, third students reading motivation in high categories (21 students or 75%) . Related to the indicator, they had high category in impotance reading (17 students or60,71%), compliance indicator in high categories (17 students or 60%), challenge and involvement indicators were in high category (15 students or 53,57%) , recognition and reading for social were in high level (14 students or 50%), reading for grade indicator was in high category (12 students or 42,86%), students eficacy indicator was very high category (12 Students or 42,9%) and work avoidance indicators was in vlow categories (13 students or 46,43). It means that students had high reading motivation, they had high compliance and they low in work avoidance of indicators of reading motivation

Based on the result,students had high motivation and they had high in compliance and they had low in work avoidance. It support by Wieldfild and Gutrie (1996), reading compliance is sub indicator from reading for social and it include to extrinsic motivation, while work avoidance is sub indicator of competence and reading eficacy refers to the belief about their capabilities to learn or perform their in learning.it means that thir semester students of English department of STKIP YPM Bangko have low belif about their capabilities. It is related to mental readiness and self confidence but they have high reading compliance, which is gotten from extrinsic motivation to set their ability to society.

In addition, students had different variety in sub indicators of reading motivation, suitable to the

reaserach was done by Srenger et al (2010) state that the students had varieed degrees of reading motivation indicator. Because there some factor that why they have different degrees in it, according to Singh (2011) , there are some influence factor in reading motivation; gender, age, socio-economic bacgraound, and reading habbit. In the third semseter students, there were various in gender, age, socio-economic bacground and reading habit.

Students' with high reading motivation had more motivation in reading; they tended to be active in the class than low reading motivation. Students with high reading motivation made them interested in reading the text. As stated by Prayitno (1989), students who have high motivation in reading will show their big interest and full attention to their reading task. Moreover they will be more concentrated and serious in reading without getting bored or giving up easily. It is also supported by Wigfield and Gutrie (1997), if a child's reading motivation is high, the amount and breadth of reading

increases, and if the amount and breadth of reading increases, a child will achieve more academically.

Students with low reading motivation were intended to have low performance in their reading activity. They had judged their capability was low in accomplishing the reading activity. Indirectly, their judgement included them into the form of low reading motivation that also indicated them have low capability in reading. As stated by Prayitno (in Tentama and Pranungsari, 2014), the students with low motivation will show their reluctance in reading, get bore easily and avoid getting involved in reading activity.

CONCLUSION AND SUGGESTION

Conclusions

Based on the results of the data analysis and findings of this research, it can be drawn some conclusions. First, the third semester students have high reading motivation. It could be seen based on the analysis of mean scores and total scores. Second, it was found that the students with high reading compliance indicator of reading

motivation .Third, it is also found that the students have low work avoidance indicator of reading motivation

Suggestion

Referring to the conclusions and implications of the research, some suggestions can be given. The suggestions are:1). The instrument to measure students reading motivation is needed to know about it before they start to leaning of reading. 2). The lecturers are suggested to consider about the result of reading motivation to design the teaching and learning process to equally powerful in improving students' reading comprehension or the other their subject.3). This research focus on a variable is reading motivation. It is suggested to the other researcher to conduct a research on other variable like learning motivation, self-efficacy, self-confident, participation, and so on.

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