FACTORS INFLUENCING STUDENT’S MOTIVATION IN READING ENGLISH TEXT AT SCHOOL LITERACY PROGRAM OF “SATURDAY READING” IN SMPN 5 SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English

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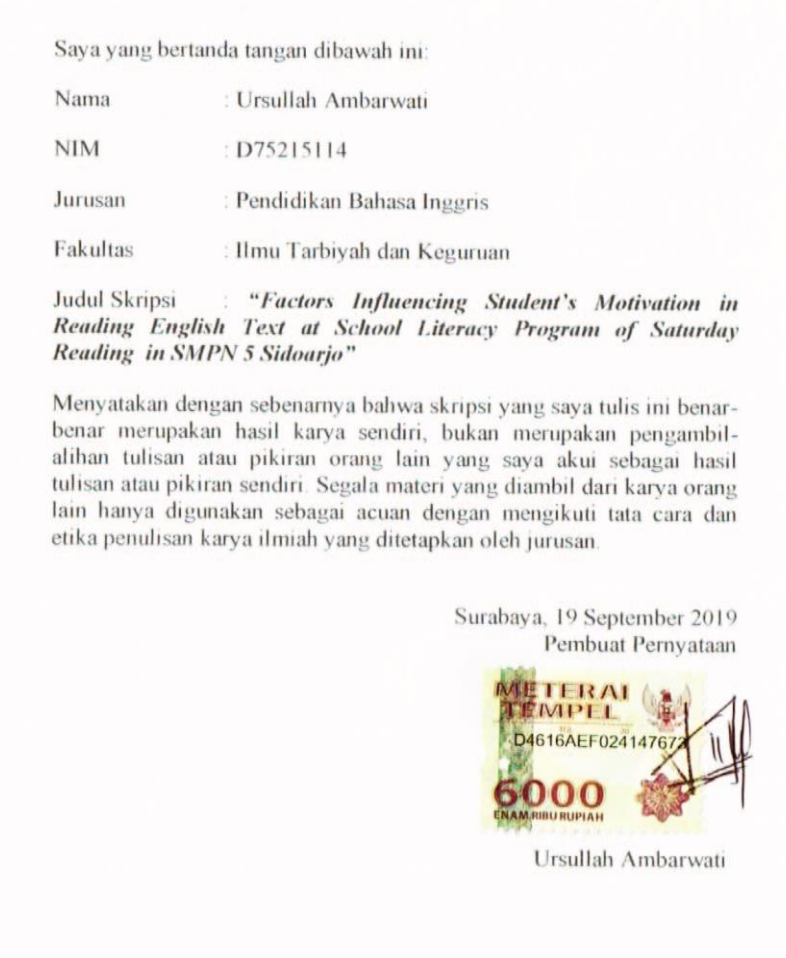

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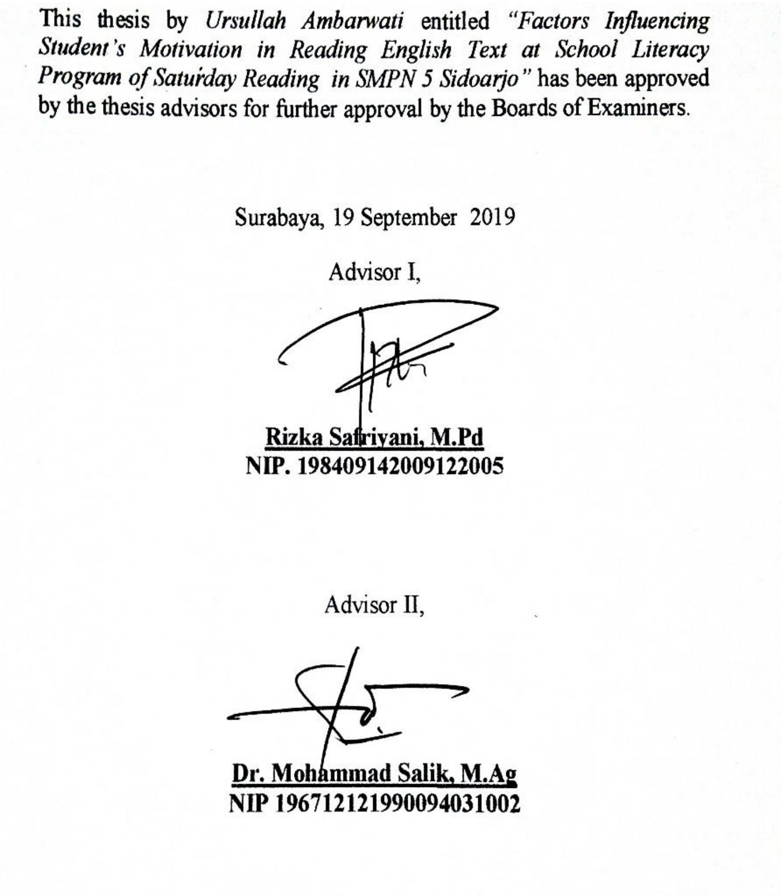

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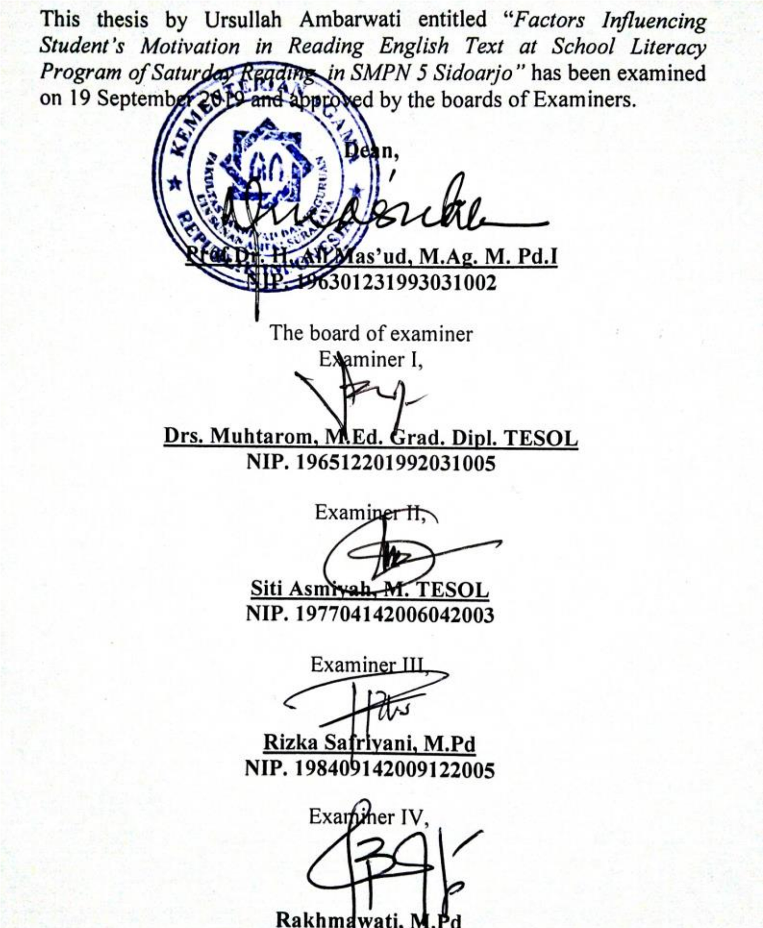

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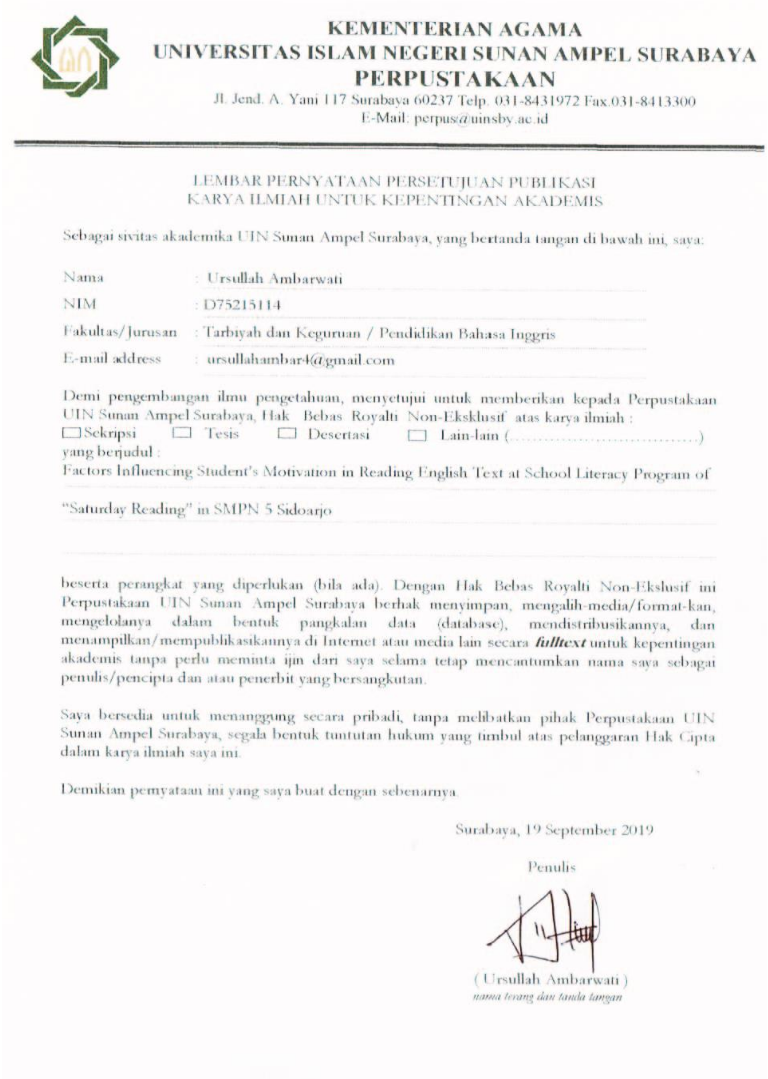

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ABSTRACT

Ambarwati, Ursullah. (2019**).** *Factors Influencing Students Motivation in Reading English Text at School Literacy Program of Saturday Reading in SMPN 5 Sidoarjo.* A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd, and Dr. Mohamad Salik, M.Ag.

Keywords: Factors Influencing Motivation in Reading, Saturday Reading Program.

SMPN 5 Sidoarjo has implemented a school literacy program since 2014 and is called Saturday reading program. Every Saturday the students have to read English texts before the lesson begins. This qualitative descriptive research discusses the factors influencing student's motivation in reading English text at school literacy program of Saturday Reading in SMPN 5 Sidoarjo. The data is from the result of the questionnaire regarding student’s motivation in reading English text. This research found there are eleven factors influencing student’s motivation in reading English. The five most highly rated factors from the respondent are reading curiosity (87,5%), reading for grades (81,3%), the importance of reading (81,2%), compliance (78,1%), and recognition for reading (71.8%). The students have more motivation when they read English text in the new topic especially linked with their hobby. Moreover, the students see that grade is the parameter to see their ability in reading English and being a good reader in English is also their motivational factor to read. Another motivational factor is the students need to read to finish all the assignment and get rewards or praise when they read English. Those factors of the result are in line with the finding of previous study that reading curiosity, compliance, and recognition for reading is the most motivating factors influencing students in reading English text.

ABSTRAK

Ambarwati, Ursullah. (2019**).** *Factors Influencing Students Motivation in Reading English Text at School Literacy Program of Saturday Reading in SMPN 5 Sidoarjo.* Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Rizka Safriyani, M.Pd and Dr. Mohamad Salik, M.Ag.

Kata Kunci: Faktor Yang Mempengaruhi Motivasi Siswa dalam Membaca , Program Sabtu Baca

SMPN 5 Sidoarjo telah menerapkan program gerakan literasi sekolah sejak tahun 2014, yang disebut dengan program Sabtu Baca. Setiap hari Sabtu murid-murid harus membaca teks bahasa Inggris sebelum pelajaran dimulai. Penelitian deskriptif kualitatif ini membahas tentang faktor-faktor yang mempengaruhi motivasi siswa dalam membaca teks bahasa Inggris di program literasi sekolah yaitu Sabtu Baca di SMPN 5 Sidoarjo. Data yang digunakan adalah dari hasil kuisioner tentang motivasi siswa dalam membaca teks Bahasa Inggris di program Sabtu Baca. Hasil penelitian ini adalah terdapat sebelas faktor yang mempengaruhi motivasi siswa dalam membaca Bahasa Inggris. Peneliti menunjukkan terdapat lima faktor yang paling mempengaruhi yaitu keingintahuan membaca (87,5%), membaca untuk nilai (81,3%), pentingnya membaca (81,2%), pemenuhan untuk membaca (78,1%), dan pengakuan (71.8%). Siswa merasa lebih termotivasi ketika membaca topik baru khususnya yang berhubungan dengan hobi mereka. Selain itu, siswa melihat bahwa nilai adalah sebuah ukuran untuk melihat kemampuan mereka dalam membaca bahasa Inggris dan menjadi pembaca yang baik dalam Bahasa Inggris adalah motivasi siswa dalam membaca. Faktor motivasi lainnya adalah siswa perlu membaca untuk menyelesaikan tugasnya dan mendapatkan hadiah atau pujian ketika mereka membaca Bahasa Inggris. Semua faktor dari hasil penelitian ini sesuai penelitian sebelumnya yakni keingintahuan membaca, pengakuan, dan pentingnya membaca adalah faktor yang paling mempengaruhi dalam membaca Bahasa Inggris.

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LIST OF ABBREVIATIONS

4C	Critical Thinking, Collaboration, Creativity and Communication
ICT	Information and Communication Technology
MRQ	Motivation in Reading Questionnaire
SLM	School Literacy Movement
UNESCO	United Nations Educational Scientific and Cultural Organization
WJLRC	West Java Reading Challenges
CORI	Concept Oriented Reading Instruction

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CHAPTER I
INTRODUCTION

This chapter describes the background of the study regarding the issue in this study. The problem of this study is formulated in the research questions, and then the objective of the study is content about the purpose of this research. This chapter also contains the significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

In the 21st century, the students required sixteen skills to be able to survive in today's global economy. These sixteen skill are part of three components skills that students needs, those are basic literacies, abilities, and characteristics of personality.[1] Foundational literacies is how the learners apply core competencies to daily duties. There are some aspects that include in basic literacy such as literacy, numeracy, science literacy, information and communication technology (ICT) literacy, economic literacy, and culture civic literacy. Skills is how the learners approach complicated problems such as critical thinking or problem solving, creativity, communication, and cooperation. Then, characteristics of personality are how learners approach their evolving environment. Curiosity, initiative, persistence, adaptability, management, and socio cultural awareness are the abilities that include in personality characteristics.[2]In this 2013 curriculum, the Indonesian government promotes the education system by implementing 4C *(Critical Thinking, Collaboration, Creativity and Communication)*, Hots *(High Order Thinking Skill)*, PPK (*Penguatan Pendidikan Karakter)*, and *Literacy.*[3] Literacy is the way for students to know, understand, and apply the knowledge that they get in school, literacy related to students' lives. Literacy was originally interpreted as 'literacy' and then interpreted as 'understanding'. In the first step, "reading and writing" is emphasized because these two language skills are the basis for literacy development in various ways.[4] According to the United Nations, Educational Scientific and Cultural Organization (UNESCO) literacy is the capacity to recognize, understand, interpret, create, communicate and computer using printed and written materials linked to different contexts.

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[1] World Economic Forum, *New Vision for Education Unlocking the Potential of Technology*, (Switzerland: 2015), p. 3

[2] ibid

[3] Satgas GLS Ditjen Dikdasmen Kementerian Pendididikan Dan Kebudayaan, *Strategi Literasi Dalam Pembelajaran di Sekolah Menengah Pertama*, (Jakarta: 2018)

Literacy requires a continuum of learning to encourage people to achieve their objective, develop their understanding and potential, and fully engage in their community and society as a whole.[5] In Indonesia, the government already implemented the School Literacy Movement (SLM) as one of the implementations of the literacy program. The purposes of the school literacy movement are to develop a culture of literacy in schools, increase the capacity of school environment become literate, and make the school is a fun learning the place.[6]

The implementation of the school literacy program has implemented in SMPN 5 Sidoarjo. SMPN 5 Sidoarjo is one of the most favorite schools in Sidoarjo because besides implemented the school literacy program this school also has acceleration class. The program of school literacy is called Saturday Reading. Where every Saturday before the lesson begins the students should read books or literature and make a summary about what they have read. Reading is the emphasize skill required in the literacy program. Reading has an important role in daily life because through reading people can gain information, knowledge, and prosblem solution. Reading is the act of interpreting written and printed words, by understanding the means of the text. People have a lot of reason to read a text or book. In this research, the context of the reading is referred to reading English text in school literacy program of Saturday Reading at SMPN 5 Sidoarjo.

This study was conducted in SMPN 5 Sidoarjo because this school has implemented the program since 2014. The population of this study is the students of 8th grade which follows this program two years so, they have enough experiences in Saturday reading program. The literature that the students used can be taken from the student's library in class or school library. However, from a large number of literature, students rarely read English. Based on the phenomenon above, this research aims to explore the factors influencing the students in reading English text at school literacy program of Saturday Reading at SMPN 5 Sidoarjo.

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[4] ibid

[5] UNESCO Education Sector, *The Plurality of Literacy and its Implications for Policies and Programmes*, (French: 2004), p.13

[6] Kementerian Pendidikan dan Kebudayaan, *Panduan Gerakan Literasi Sekolah di Sekolah Menengah Pertama*, (Jakarta: 2016), p.2

Some research regarding with study has been conducted. The first previous study is the researcher conduct about the same field about literacy program but in the different perspective that entitled *The Implementation of West Java Leader's Reading Challenge in SMP 10 Depok.*[7] In this study, the researcher explains the implementation of West Java Leader's Reading Challenge and what are the inhibiting and supporting factors to implement this program. The result of this study is, the implementation of the literacy program is not only reading a book but there is some activity regarding with west java leader's reading challenge. Those are reading habits, speaking and writing the language, library class, and book donation. The supporting factors of this program are from the government and all the resident of the school environment.

Another similar research is done by Wahyuni Endah Maulidia from UIN Sunan Ampel Surabaya, 2018 with entitled "*Case Study Children Interest in Reading at Kalisari Damen Reading Park Surabaya"*.[8] This study examined how the children are interested in reading at Taman Baca Pemulung Damen Surabaya, the result showed that there are some factors that influence the reading interest. Those are family, level of education, children habits, and interesting book. The researcher also explained the result of how to increase children interest in reading by giving some rewards, improving the facilities, and add some interesting books.

The last study is from Saniago Dakhi and Irma Soraya Damanik from Universitas Kristen Indonesia, 2018 with entitled *Students' Motivation in Reading English Text: A Qualitative Study in*

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[7] Fudtri Hariyati, *The Implementation of West Java Leader's Reading Challenge in SMP 10 Depok*,(Jakarta: Universitas Islam Negeri Syarif Hidayatullah), 2018

[8] Wahyuni Endah Maulidia, Studi Kasus Minat Baca Anak di Taman Baca Pemulung Kalisari Damen Surabaya (Suarabaya: UIN Sunan Ampel Surabaya), 2018 p.175

EFL Context.[9] This study aimed to explore what type of motivation that the students have in reading English class. The result of this study is, eleven indicators are influencing the student's motivation in reading English. Those indicators are reading efficiency, reading the challenge, reading curiosity, reading involvement, the importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social research for reading, and compliance. The result also shows that the most influencing factor in motivational students reading is curiosity.

All of the previous studies explained above, mostly those researchers explain the implementation of the literacy program that applied in the setting area such as in SMP 10 Depok and Kalisari Damen Reading Park Surabaya, and the motivational factors of reading already explained. Because of that, in this study, the researcher investigates the factors influencing the students in reading English text in the implementation of school literacy program of Saturday reading at SMPN 5 Sidoarjo. The researcher also explains about the most highly rated motivational factors in reading English text.

B. Research Question

According to the background of the study described above, the formulation of the research question is as follows: "What are the factors influencing student's motivation in reading English text at Saturday reading program in SMPN 5 Sidoarjo?"

C. Research Objective

This research aimed to describe the factors that influence students in reading English text at school literacy program of Saturday reading. This includes identifying the most highly rated motivational factors in reading English text.

D. Significance of the Study

The result of this research expected to give beneficial for the following patterns.

1. The teacher, this research can be useful for the teachers to have innovation about the literacy program of Saturday Reading to

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[9] Dakhi Saniago, Damanik Irma Soraya, *Students' Motivation in Reading English Text: A Qualitative Study in EFL Contex*t, (Jakarta: Universitas Kristen Indonesia), Journal of English Teaching, Vol 4, Number 2, June 2018 p.83

increase the student's motivation in reading English text. Besides that, this research can be the alternative way to upgrade the program by increasing the facility and source of books in SMPN 5 Sidoarjo.

2. The reader, the result of this research can be useful for the reader to understand the factors influencing the students in reading English text and what is the challenge faced by the students when they read English text in-school literacy program of Saturday Reading in SMPN 5 Sidoarjo.

E. Scope and Limitation of the Study

The scope of this study is the motivational factors that influence the students in reading English text at school literacy program of Saturday Reading at SMPN 5 Sidoarjo. The program from the government followed by SMPN 5 Sidoarjo to implemented Saturday Reading is School Literacy Movement Program. This school literacy program since 2014 in SMPN 5 Sidoarjo. Every Saturday before the lesson begins, this program requires students to read extensively by reading what they want. The reading sources can be taken from the class library in their classroom or can be from the school library. After reading the text or book students are required to summarize the results of what they have read.

Furthermore, the study will be limited to the 8th-grade students of SMPN Negeri 5 Sidoarjo. Eight classes provided with a different class library. But, the researcher collects the data from VIII-8 class consist of 32 students. The limitation of this study is about the most five highly rated motivational factors in reading English text.

F. Definition of Key Terms

In this research, the researcher provides some key terms to make the readers understand easily. They are described as follows.

1. Factors Influencing Motivation

Factors influencing motivation is the ability to have an effect on the character, development, or behavior of someone or something, or the effect itself.[10] Factors influencing motivation in this research is referred to the factors that make the students read English text in Saturday Reading Program. Factors influencing students motivation to read English refers to extrinsic motivation and intrinsic motivation.

2. Reading English Text

   In this research reading English text is defined as the process of reading English text for the EFL (English as a Second Language) students in SMPN 5 Sidoarjo. Learning to read is also helped by learning to write and learning through listening.[11] In this research it explain about there are numerous factors that affect the difficulty of learning to read in another language. Some variables influence the transaction among reader, text, and writer[12]. In this research, the source of reading English text can be taken from the school or class library. The students take a book that they want to read.

3. Literacy

   In this research, literacy can be described as a set of cultivated abilities and knowledge about reading English text in SMPN 5 Sidoarjo that serves as the basis of learning, communication, linguistics use, and social interaction. Literacy varies from the fundamental reading, writing, listening and understanding, to higher-level processing abilities in which learner can deduce, interpret, monitor and elaborate on what was learned.[13] In this research the program of school literacy in SMPN 5 Sidoarjo is to make the students have reading habits especially in English.

4. Literacy Program of Saturday Reading

   School Literacy Program is an effort to make the schools as a learning organization that the stakeholder is literate throughout their lives through public involvement.[14] In this research, Saturday Reading Program is an effort to make SMPN 5 Sidoarjo as the learning organization that the students have activity in reading English text from their class or school library.

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[10] https://en.oxforddictionaries.com/definition/influence oxford accessed on 17 March 2019

[11] I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: 2009). Routledge

[12] Kucer. B Stephen, *Dimension Of Literacy A Conceptual Base For Teaching Reading And Writing In Schools Setting Second Edition*, (London: 2005), Lawrence Erlbaum Associates, Publishers

[13] Ministry for Education and Employment, *A National Literacy Strategy for All in Malta and Gozo*, (University of Malta: 2014)

[14] Ibid

In this research, literacy program of Saturday Reading is SMPN 5 Sidoarjo already implemented the program of School Literacy. This program begins in 2014 when every Saturday the students have an activity to read books or literature from their class library or school library. Then, the students should make a summary of what they have read.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this research, the research explains about some related theories to the research problem. These theories are about motivation, reading English text and motivational factors influencing in reading English. The three theories have some subheading that includes in some points. Then, this chapter also presents some previous study related to the problem of this research.

A. THEORETICAL FRAMEWORK

In this research, the researcher explains some theories regarding this study those are in the following.

1. Motivation

Motivation is defined as the reason that underlies the behavior of someone. In applied to education, motivation refers to the reason that makes students engage in a different school According to Dornyei motivation explain the reason why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity.[16] Motivation described having three functions; energizing or activating behavior, directing behavior, and regulating persistence of behavior.[17] Motivation itself is categories into two types. Those are intrinsic and extrinsic motivation.

a. Intrinsic Motivation

Intrinsic motivation is the desire to do or get to something because one intends to do something and enjoy or see importance in doing something. Intrinsic motivation is encouragement from our self to do something. When a learners is intrinsically motivated to read, they read for,

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[15] Frederic Guay, *Intrinsic, Identified, and Controlled Types of Motivation for School Subjects in Young Elementary School Children*, British Journal of Educational Psychology (2010)

[16] Zoltan Dornyei, *Motivational Strategies in Language Classroom*, Cambridge Language Teaching Library (2001)

[17] M Kay Alderman, *Motivation for Achievement*. (London: 2004), The University of Akron

pleasure, enjoyment, new knowledge discovery, or some other positive result.[18]

A learners may be encouraged to read for a significance interest in a text (object-specific), or because the text draws the student within the story (activity-specific). Because learners, who are intrinsically motivated, they find enjoyment in reading, they like to read more in their free time. It is thought that due to enhance the reading quantity, it is imagined that intrinsic motivation improves the understanding of reading. Learners would not be able to achieve complete skill in reading comprehension without intrinsic motivation.

b. Extrinsic Motivation

Extrinsic motivation relates to the external factors that can stimulate students' desire to read. These factors include scores, awards, admiration, or a desire to be better than others. Naturally, students who are extrinsically motivated try to inhibit negative result and only expect particular or positive result.[19] In addition, to obtain the highest outcomes in reading growth, educators should have a positive attitude towards reading understanding. This positive attitude is performed by the classroom teacher reading during personal reading, discussing their enjoyment in a specific book or recommending books to students, displaying books around the classroom, or reading aloud every day.

According to classical literature, extrinsic motivation has typically been characterized as a pale and impoverished form of motivation that is contrasting with intrinsic motivation. In extrinsic motivation, the reader explores external rewards such as preventing the punishment of teachers or gaining appreciation from parents. Extrinsic motivation is related to orientation of the goal, so the students are doing their actions in the best way to achieve a valuable thing.

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[18] Wigfield, A.,& Guthrie, J. T. *Motivating Reading Comprehension*. (London: 2004) Lawrence Erlbaum Associates, Publishers

[19] Ibid

2. Reading English Text

Reading text usually includes reading reports of notes, memos, letters, specifications, books, journals or manuals reports. It also includes labels and forms containing at least one paragraph of text.[20] Learning to read is also helped by learning to write and learning through listening. Research indicates that the best age to learn to read is about six to seven years old. At the age, about six or seven children are intellectually ready to begin reading.

In this research, the reading text refers to English text as the source of the students in joining the School Literacy Program of Saturday Reading in SMP 5 Sidoarjo. In the reading text, there are of variables that influence the transaction among reader, text, and writer.[21] The factors influencing between the reader, text, and writer is necessary for successfully generating text meanings. These relations can be seen in the table below.[22]

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[20] SNOW,” *Reading Text*”. https://snow.idrc.ocadu.ca/node/209.2017. Accessed on 16 March 2019

[21] Kucer. B Stephen, *Dimension Of Literacy A Conceptual Base For Teaching Reading And Writing In Schools Setting Second Edition*, (London: 2005), Lawrence Erlbaum Associates, Publishers

[22] ibid

Table 2.1 Factors Influencing the Reader, Text, and the Writer

Factors Influencing the Reder-Text-Writer Transaction	
READER < ─ > TEXT < ─ > WRITER	
Systems of Language	Systems of Language
Availability of, and flexibility with the reading strategies	Availability of, and flexibility with the writing strategies
Background knowledge	Background knowledge
The purpose of the reading	The purpose of the writing
Ability and willingness to assimilate	Ability and willingness assimilate
And/or accommodate during reading	And/or accommodate during writing

There are some types of reading English but, in this research, the researcher takes two types of reading English those are intensive reading and extensive reading.

a. Intensive Reading

Intensive reading texts can be a means of increasing learners knowledge of language features and their control of reading strategies. It can also improve their comprehension skill.[23] In applying Intensive reading the classic procedure is using the grammar-translation method, where the teacher works with the learners by using the first language to explain the meaning of a text sentence by sentence. So, the aim of intensive reading maybe is to comprehend the text. The use of translation makes sure that the students understand what they read. There are some focuses in intensive reading including the following.[24]

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[23] I. S. P. Nation, Teaching ESL/EFL Reading and Writing. (New York:2008), Library of Congress Cataloging in Publication Data

[24] Ibid

1. Comprehension. Intensive reading is aim to understanding a particular text.
2. Vocabulary. The learner's attention is to the underlying meaning and uses those words form in later study.
3. Grammar. The use of intensive reading make the learners analyzed and explain difficult grammatical features
4. Information structure. Every text has contained kinds of information by intensive reading the learners can identify different kinds of information in the texts.

b. Extensive Reading

Extensive reading is a form of learning from meaning-focused input. During the extensive reading, the learners should be interested in what are they read. The readers should be reading with their attention on the meaning of text rather than the language features of the text. Extensive reading fits in the aims of meaning-focused input and meaning development depending on the book level.[25] When the book is used in extensive reading contain only a few unknown vocabulary and grammar items, this provides for meaning-focused input. Where the books are very easy with no unknown items, this provides for fluency in reading.

3. Motivational Factors Influencing in Reading

According to Allan Wigfield reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading.[26] There are some motivational factor that explains in the table of CORI (Concept Oriented Reading Instruction). Concept Oriented Reading Instruction is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student’s motivation.[27] The purpose of CORI is to foster student’s reading motivation. This instructional context is not merely promote fun, game and entertainment but rather than to facilities stduent’s development in reading. The table of motivational factors in reading assessed in CORI is as follow in table below.

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[25] I. S. P. Nation, Teaching ESL/EFL Reading and Writing. (New York:2008), Library of Congress Cataloging in Publication Data

[26] Wigfield, A.,& Guthrie, J. T. *Motivating Reading Comprehension*. (London: 2004) Lawrence Erlbaum Associates, Publishers

[27] Ibid

Table 2.2 Motivational Dimensions Assessed in CORI

Dimension	Explanation	Example Items
Reading Efficacy	Belief that one can be successful at reading	I know that I will do well in reading next year
Intrinsic Motivation		
Curiosity	Desire to learn about a topic through reading	If the teacher discusses something, interesting, I might read more about it.
Involvement	Enjoyment of different kinds of reading	I make pictures in my mind when I read
Challenge	Satisfaction gained from reading difficult books	I like hard, challenging books.
Extrinsic Motivation		
Recognition for success	Publicly visible symbols of one’s reading accomplishments	I like having the teacher say I read well
Competition	Reading to better than one's classmates	In reading, I try to get more answers right than my friends

Regarding the motivational factors that influence student’s motivation in reading English text, there are eleven factors that influence student’s motivation as the indicators. Those motivational factors are explained including the following.

a. **Reading Efficacy**

   Reading efficacy is part of intrinsic motivation. Reading efficacy believes that one can be successful at reading. Self-efficacy in reading is necessary for continuing advancement in achievement. Students who have high self-efficacy believe that they can tackle the difficult text. They also believe that their effort will be beneficial for them. On the other side, students with low self-efficacy will lack believe in their capacity in reading a text.

b. **Reading Curiosity**

   Reading curiosity is refers to gain understanding about topics or text in students interest. Curiosity is an integral part of intrinsic motivation. Curiosity refers to the quest for learning about a person, topic, or event. Students who have curious about something or information regarding with their lesson they will have a curiosity to read to get the knowledge about what they want to know.

c. **Reading Challenge**

   Reading challenge also part of intrinsic motivation where students are a desire to read relatively difficult or challenging text. Individual believes that they can master the challenge they faced while reading a text. Students who have confidence in their reading skill will enjoy the challenge of mastering new words and complex idea or information in the text.

d. **Reading Involvement**

   Reading involvement refers to the enjoyment involved with reading a different kind of text. Involvement is an intrinsic motivation which means the students have deep engagement with a text. Giving students choices and allowing group discussion make the students have high involvement in reading.[28] When students have an interest in the specific topic, object or activity students will create strategies and will engage them selve to that topic.

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[28] Torres Kathrine, *Factors that Influence Students' Motivation to ReadAcross Grade Levels*, (St. John Fisher College: 2010)

e. **Recognition for Reading**

Recognition for reading is part of extrinsic motivation. In these factors, the motivation for reading provides students with public symbols such as a gold star, points, or announcements of their success. Many students interest in these kinds of reward so, it will help them to have more motivation in reading.

f. **Competition**

Another part of extrinsic motivation is competition, where students have reading to do better than other classmates. Students who enjoy being the best in the class, or who seek to outperform their peers think that success in reading means doing better than others were doing worse may be viewed as a failure.

g. **Reading for Grades**

This motivational aspect is included in extrinsic motivation. Extrinsic reading motivation referred to do something outside of the individual such as rewards, deadlines, competition, goals or evaluation.[29] Reading for grades is student desire to improve their grades in reading and to be evaluated favorably by the teacher.

h. **Importance of Reading**

Importance of reading is students desire to achieve important goals through reading.[30] This aspect also part of extrinsic motivation that makes students need to read English. Importance of reading makes the students think to be a good reader.

i. **Compliance**

Compliance is the motivated student to read because of an external goal, requirement or because of external pressure[31]. Wigfield and Baker stated that compliance in reading is to meet the expectation of others. The students have to read because to do the assignment.

j. **Reading Avoidance**

Reading avoidance is an act to avoid threatening situation in reading.[32] In this case is in an act to avoid a bad score in reading English or punishment from the teacher.

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[29] Alhamdu, *Interest and Reading Motivation*, Raden Fatah State Islamic University, 2018

[30] Emmarentia Kirchner and Maria Louise Mostert, *Aspect of the Reading Motivation and Reading Activity of Namibian Primary School Readers*, Cogent Education, 2017

[31] ibid

[32] Ibid

k. Social Reason for Reading

This aspect of motivational reading factors includes in the extrinsic motivation. Students desire to read because of their family or friends. Student's motivated to share their process of gaining the meanings of what have they read with their environments such as parents, or friends.

B. PREVIOUS STUDIES

Related to this research, there are several previous studies that already conducted, those are: The first previous study is “The Implementation of West Java Leader’s Reading Challenge in SMP 10 Depok”[33] this study is written by Fudtri Haryati from State Islamic University of Syarif Hidayatullah Jakarta, 2018. The focus is on reading habits of the students in the literacy program of the government in West Java. The background of this study is SMP Negeri 10 Depok already implemented the literacy program by the government of Wes Java that called as WJLRC (West Java Reading Challenges). SMP Negeri 10 Depok implemented fastly than other schools, so in this school, the facilitation to support this program is very available. In this school, there is a lot of book and literature in the library, and the place to read for students like park or gazebo is comfortable and make the students feel enjoy. Therefore, the researcher wants to know deeply about the implementation of this program in SMP Negeri 10 Depok. The objective of this research is to know the implementation of West Java Leader’s Reading Challenge in SMP 10 Depok and to know what are the factors that support and inhibit the implementation of West Java Leader's Reading Challenge.

The second study is “Case Study Children Interest in Reading at Kalisari Damen Reading Park Surabaya”.[34] The writer of this study is Wahyuni Endah Maulidia from UIN Sunan Ampel Surabaya, 2018. The background of this study is Surabaya become literacy city as the Mayor of Surabaya said. One of the university students expresses his feeling of concern for the community in villages that are very lacking in terms of education, especially interesting in reading. A reading park was set up in the middle of this village by occupying part of the mosque in this village. Therefore, this research conduct about how the children interest to read in Taman Baca Pemulung Damen Surabaya, the result showed that there are some factors that influence the reading interest. The researcher also explained how to increase children interest in reading.

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[33] Fudtri Hariyati, *The Implementation of West Java Leader’ss Reading Challenge in SMP 10 Depok*,(Jakarta: Universitas Islam Negeri Syarif Hidayatullah), 2018

[34] Wahyuni Endah Maulidia, Studi Kasus Minat Baca Anak di Taman Baca Pemulung Kalisari Damen Surabaya (Surabaya: UIN Sunan Ampel Surabaya), 2018

The third is the study from Saniago Dakhi and Irma Soraya Damanik from Universitas Kristen Indonesia, 2018.[35] The title is ‘‘Students’ Motivation in Reading English Text: A Qualitative Study in EFL Context". This study is written by This study explains the student’s motivation in reading English text at SMA 55 South Jakarta in English reading class. This study conducting a systematic procedure of survey. It aimed to explore what type of motivation that the students have in reading English class. The result of this study is, there are eleven indicators influencing the student’s motivation in reading English. Those indicators are curiosity (92.22%), challenge (83%), compliance (77.67%), competition in reading (77.50%), reading importance (73.33%), reading involvement (72.50%), recognition (68.33%), reading for grades (67.08%), reading efficacy, (59.44%), avoidance (59.17%) and social reason (55.56%).

The next previous study is done by Kathrine Torres from St. John Fisher College, August 2010 with entitled “Factors that Influence Students' Motivation to Read Across Grade Levels”.[36] This study determines the factors that affect students motivation and how they differ across grade levels. This study focused on three students in grades first, third, and eighth, and the factors that influence their motivation to read. The researcher collected the data from the teacher and students interviews, observation and students questionnaire about their motivation in reading. The findings show that these students not only read for different reasons but also display different levels of motivation and behaviors during reading activities. Another major finding was that giving students choices and allowing for group discussion motivates students.

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[35] Dakhi Saniago, Damanik Irma Soraya, *Students’ Motivation in Reading English Text: A Qualitative Study in EFL Contex*t, (Jakarta: Universitas Kristen Indonesia), Journal of English Teaching, Vol 4, Number 2, June 2018

[36] Torres Kathrine, *Factors that Influence Students' Motivation to Read Across Grade Levels,* (St. John Fisher College), St. John Fisher College Fisher Digital Publications, 2010

Then, the next study is “The Correlation Between Students’ Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension”. The author of this research is Mohammad Khoirul Manan from Walisongo State Islamic University Semarang, 2017.[37] This research explains the correlation between students’ motivation in reading English textbooks and their achievement in reading comprehension. This research used the correlation method and quantitative approach. The instruments of this research use questionnaire and test. The questionnaire was to measure students’ motivation in reading English textbooks, and the test was to measure their reading comprehension. The result showed that there was a positive significant correlation between students' motivation in reading English textbooks and their achievement in reading comprehension.

The last previous study is “The Motivational Factors for Reading in Terms of Students”. This study is done by Hakan Ulper from Mehmet Akif Ersoy University, 2011.[38] In this study, the reading issue was handled effectively. This study uses a questionnaire as the instrument, this instrument distributed for primary and high school students. The outcomes of this research is such factors as teachers, family members, friends, books, environment, and activities had a diagnostic affect on students in terms of awakening their willingness to read.

In general, the first previous study by Fudtri Haryati and second previous study by Wahyuni Endah Maulidia, the researchers focus on the implementation of literacy movement and what are the challenges to implement the program. The other study from Dakhi and Kathrine focuses on the motivation of students to read English for EFL students. Then, from the study of Mohammad Khoirul Manan is about the correlation of students motivation influence their reading comprehension. The last previous study is from Hakan Ulper explained about the motivational factors for the reading of students. However, from those previous studies above the correlation between implementing school literacy program with the motivation students to read English it have not been studied. Therefore, this research investigate the factors influencing the student's motivation in reading English text in the implementation of school literacy program of Saturday Reading at SMPN 5 Sidoarjo

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[37] Manan Mohammad Khoirul, *The Correlation Between Students’ Motivation In Reading English Textbooks And Their Achievement In Reading Comprehension,(Semarang:* Walisongo State Islamic University Semarang), 2017

[38] Ulper Hakan, *The Motivational Factors for Reading in Terms of Students*, (Mehmet Akif Ersoy University), 2011

CHAPTER III
RESEARCH METHOD

This chapter discusses about some aspects related to the research methodology**.** This chapter discusses about some aspects related to the research methodology. It introduces research design, research setting, subject of the research, data and source of the data, data collection technique, research instrument, data analysis technique, and research stages.

A. Research Design and Approach

In this research, the researcher uses a qualitative descriptive method to find out the answer to research questions. This method is suitable in defining and describing the factors influencing the student in reading English text at Saturday Reading Program. The qualitative approach is the researcher seeks to determine the meaning of a significance phenomenon from the participants opinion. One of the key elements of collecting data in this way is to observe participants' behaviors during their engagement in activities.[39] This method is appropriate with the goal of this research, is to describe the factors that influence students in reading English text at school literacy program of Saturday Reading.

B. Research Setting

This research takes place at SMPN 5 Sidoarjo. It is located at Untung Suropati Street, 24 Sidoarjo. This study takes in SMPN 5 Sidoarjo because this school is one of the favorite schools in Sidoarjo and already implemented the School Literacy Movement since 2014. The researcher chooses the students of VIII-8 grade because they already have 2 years in Saturday Reading Program.

C. Subject of the Research

The research subject of this research was 32 students from VIII-8 class as the sample of this research. The researcher chooses this sample because, those students are one of the acceleration class in SMPN 5 Sidaorjo so, they have more books in their class library as the source in reading English text in Saturday Reading Program at SMPN 5 Sidoarjo.

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[39] John W Creswell, *Research Design Fourth Edition,* (United Kingdom: 2014). Sage Publication

D. Data and Source of the Data

The data and source of the data of this study are.

1. Data

   The data in this research are factor influencing student's motivation in reading English text at school literacy program of SMPN 5 Sidoarjo. The motivational factors are analyzed through a close-ended questionnaire.

2. Source of Data

   The data that needed in this research is the result of the questionnaire in the activity of Saturday Reading as the main information. The data is from the students of 8th grade at SMPN 5 Sidoarjo that already follow this program for 2 years at Saturday Reading. Specifically, the researcher took the data by distribute the questionnaire to VIII-8 class consist of 32 students.

E. Data Collection Technique

According to Creswell, there are varied techniques to collect qualitative data, there are observations, documents, interview and questionnaire, and audiovisual material.[40] This research used close-ended questionnaire in collecting the data.

In the first step, the researcher asked permission to the teacher of VIII-8 class. Then, after conducting the questionnaire, the researcher distributed to all of the students. This questionnaire was aimed to identify the factors that influence the students to read English text in this program in SMPN 5 Sidoarjo. The questionnaire consists of eleven motivational factors that each factors has some aspect as the statements. (See Appendix I)

F. Research Instruments

The research instruments used in this research is questionnaire. Questionnaire is a self-report data collection instrument filled out by research participants. Researcher use questionnaire so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions of research participants.[41] In this study, the researcher conduct close-ended questioner which contains 30 statements. This instrument uses to know about the motivational factors that influenced students in reading English text at Saturday Reading program. This instrument is consist of eleven factors as the indicator, and each factors has some aspect as the statements.

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[40] John W Creswell, *Research Design Fourth Edition*, (United Kingdom: 2014). Sage Publication

G. Data Analysis Technique

The researcher analyzed the data with the following steps.

1. Collecting the Data

   The researcher collects the data in this research from the result of the questioner as the primary instrument. The researcher takes the result of the student's statement in the close-ended questionnaire about factors influencing student’s motivation in reading English text which is distributed before. This questionnaire distributed to the students of VIII-8 class in SMPN 5 Sidoarjo as the subject.

2. Reading all the Data

   After all of the data collected, the researcher read all of the data to obtain information as much as possible. In reading the data the researcher analyzes by counted the result of the questionnaire. The researcher read the student’s answer in the statement of the questionnaire.

3. Coding the Data

   In this step, the researcher analyzes the data or information that need to be used or reduce. The researcher also used bracketing chunks to organize the data. The researcher coding the data of questionnaire that need to be used as the result of the research. In this stage, the researcher code the student’s answer which one is included in agree or disagree with the statements of the questionnaire.

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[41] R. Burke Johnson, Larry Christensen, *Educational Research 5th Edition*, (United Kingdom: 2014). Sage Publication

4. Interpreting the Data

After collected the data and read all of them, the last is the researcher interpreting the finding from the instrument of research. The researcher interpret and analyze the most highly percentage statements that include in the questionnaire. The finding and discussion of this research explained in the next chapter.

H. Research Stages

The researcher has the following stages in this research.

1. The researcher asked permission to school which is SMPN 5 Sidorjo. After the researcher gets permission from the headmaster, then the researcher makes an appointment to the teacher's class of VIII-8 to conduct this study in Saturday Program.

2. After having the permission the researcher distributed the questioner to the 32 students in VIII-8 class. This questioner is close-ended questions so, the students will give a checklist on the statement about what are the factors influencing students motivation in reading English text at Saturday Reading program based on their self.

3. The next stages after distributing the questioner, the researcher read all the data of the questioner and counted the result. This questioner is helped the researcher to find out the most factors influencing the student's motivation in reading English text.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discuss about the research finding and discussion of this study. The research finding towards the data analysis about the factors influencing student's motivation in reading English text at Saturday Reading program. The discussion describes research findings that related to the theory.

A. RESEARCH FINDING

The description of findings in this study is based on the information of the research question: "What are the factors influencing students in reading English text at Saturday Reading program in SMPN 5 Sidoarjo?" The finding of the research question is presented deeply.

1. Factors Influencing Students Motivation in Reading English Text at Saturday Reading Program

This research was conducted on May 24th, 2019. The researcher used the questionnaire to explore deeply about factors influencing students in reading English at Saturday Reading Program. This questionnaire distributed to 32 students. Around 30 questions are contained in this questionnaire and consist of 11 factors based on the theory of Motivation in Reading Questionnaire (MRQ).

Allan Wigfield stated that there are 11 factors influencing students motivation in reading. Those are reading efficacy, reading curiosity, reading involvement, reading challenge, recognition for reading, competition in reading, reading avoidance, importance for reading, reading for grades, social reason for reading, and compliance.

This is the result of questionnaire toward factors influencing student's motivation in reading English. For the first factors is reading efficacy. There are 2 indicators or point that related to reading efficacy.

Table 4.1 Student's Reading Efficacy in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Efficacy	I am a good reader in English		25 % (6)	71,9 % (23)	3,1 % (1)
	I learn more about English from reading than most students in the class		84,4 % (26)	15,6 % (5)	

Related to the factors influencing student's motivation in reading English text at Saturday reading program, table 4.1 shows that the first factors from those aspects are Reading Efficacy which has two statements. This is indicated by responses to the first statement "I am a good reader in English" around 6 people (25%) stated that they disagree, 23 people (71,9%) stated agree, and the other which is 1 people (3,1%) choose strongly agree. This result indicates that students in the majority are good reader in English. Meanwhile, the students reflected as the good reader is not in line with the result of second statement.

The second statement “I learn more about English from reading than most students in the class" the result is 26 respondent (84,4%) disagree, while 5 respondent (15,6%) stated that they agree with this statement. This indicates that students mostly do not learn English from reading than their friends in the class.

The second factor of influencing student's motivation in reading is student's reading curiosity is as follow.

Table 4.2 Student's Reading Curiosity in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Curiosity	I read English to learn new information about topics that interest me		18,8 % (6)	56,2 % (18)	25 % (8)
	I read English about my hobby to learn more about topics that interest me		6,2 % (2)	56,2 % (18)	37,5% (12)

Based on the data of table 4.2, the researcher found that the first statement of factors motivation reading in the aspect of reading curiosity which is "I read English to learn new information about topics that interest me" (18,8%) respondent have negative response or they disagree, then 18 people (56,2%) have different statement. Those respondents said that they agree, while the other which is (25%) or 8 people strongly agree. This indicates that the students mostly have motivation in reading because they have curious about the new topic and information that interest them.

In the second statement of table 4.2 is "I read English about my hobby to learn more about topics that intesrest me". It shows that there are 2 people (6,2%) choose to disagree about reading their hobby. Around 18 people (56,2%) have a positive response because they agree to read their hobby and learn more from that. While 12 people (37,5%) have a very good response because they stated strongly agree with this statement. The data indicate that most students read their hobby and learn more new information about their hobby.

The third factor of reading motivation is reading involvement. Reading involvement is a part of intrinsic motivation. This factor makes the students have a motivation to read because they have enjoyment with the text. The result of this aspect is described in the table below.

Table 4.3 Student's Reading Involvement in Saturday Reading Program

Aspect	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Reading Involvement	I read stories about English in fantasy and make me believe in it	3,1% (1)	50% (16)	43,8% (14)	3,1 % (1)
	I make pictures in my mind when I read English		21,9% (7)	65,6% (21)	12,5% (4)
	Types of English text that I like the most				
	I read a lot of adventure stories		18,8 % (6)	43,8 % (14)	37,5 % (12)
	I like to read about fantasy		15,6 % (5)	59,4 % (19)	25 % (8)
	I like to read about romance	9,4 % (3)	46,8 % (15)	31,3 % (10)	12,5 % (4)
	I like reading about science fiction	3,1 % (1)	37,5 % (12)	46,8 % (15)	12,5 % (4)
	I like to read about horror stories	3,1 % (1)	28,1 % (9)	43,8 % (14)	25 % (8)
	I like reading about comedy	3,1 % (1)	28,1 % (9)	50 % (16)	18,8 % (6)
	I like to read about mystery		21,9 % (7)	40,6 % (13)	37,5% (12)

In the first statement of table 4.3, "I read stories about fantasy and make me believe in it" the student's reading involvement based on the data analysis is (3,1%) only one stated that strongly disagree. The other response disagree, with the number of percentages are (50%) it is around sixteen people said that. For the agreement, the number of response is (43,8%) said agree and (3,1%) strongly agrees. From the result, we know that students mostly not believe in the story about fantasy and they don't feel enjoy when reading that kind of story.

For the second statement of this aspect is "I make pictures in my mind when I read" around (21,9%) respondent take the option to disagree, (65,6%) said that they agree with this statement then, the others (12,5%) have an opinion they strongly agree. From this data, we can analyze that when students feel enjoy to read they can imagine what is the text going on. So, they can understand and remind the txt by making a picture in their mind.

In the last statement of this aspect is to ask about what kind of text that the students like the most. The result is (81,3%) or 26 respondents take agreement that they like to read about adventures stories. The number of the agreement it also can be seen with the statement that the students like to about fantasy, around (84.4%) or 27 students said that. In the next statement "I like to read about romance" the response of the students is (56,2%) are disagree and the other which is (43,8%) students said that they agree. The other kind of text is science fiction, the number of respondents that giving agreement is (59,3%), but (40,7%) said they giving a negative response.

Then, for the statement of "I like to read about horror stories" shows that (68,8%) students like to read about horror stories. Also around (68,8%) students feel enjoy when they read about comedy because they giving positive agreement in that statement. For the last kind of text is about mystery, the number of respondents said to agree to read this kind of text is (78,1%). From those data analysis, we can know that the most interesting kind of the text that the students like to read is adventure and fantasy with the number of respondents giving positive agreement with (81,3%) and (84,4%).

The next factors influencing student's motivation to read is the aspect of Reading Challenge. The result of the data analysis is described in table 4.4 below.

Table 4.4 Student's Reading Challenge in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Challeng	I like hard, challenging English books	12,5% (4)	56,2% (18)	31,3% (10)	
	If the project is interesting, I can read difficult English materials		25% (8)	59,4% (19)	15,6% (5)
	I like it when the questions in English book make me think		12,5% (4)	68,7% (22)	18,8% (6)
	I usually learn difficult things in English by reading		28,1% (9)	62,5% (20)	9.4% (3)

Based on the table 4.4, we can analyze that in the first statement of reading challenge is "I like hard, challenging English books" the student's response is (12,5%) which is four students disagree, (56,2%) disagree and the number of agreement is (31,3%) or only ten students agree to read hard and challenging books. It can be concluded that mostly the students don't like to read hard and challenging books it can be seen in the disagreement statement of the students are (68,7%).

Related to the aspect of Reading Challenge the second statement is "If the project is interesting, I can read difficult English materials" 8 students (25%) choose to disagree, 19 students (59,4%) agree with this statement, and the other is strongly agree (15,6%). From this data, we can know that the number of the positive agreement is higher than the disagreement. It can be shown that (75%) agree to read difficult materials if the project is interesting.

The third statement of this aspect is “I like it when the questions in the English book make me think". Based on this statement four students (12,5%) disagree, then (68,7%) or 22 students agree, and the other said strongly agree (18,8%). It can be concluded that the respondents like to have books that make them think.

Based on the last statement is “I usually learn difficult things in English by reading" the number of students that giving disagreement is (28,1%) or nine students said that. The others which are (62,5%) said that they agree to learn difficult things by reading. Its also came with 3 students (9,4%) that they strongly agree with this statement. According to the data analysis, we can know that mostly the students learn a difficult thing by reading, it can be shown from the number of agreement with this statement is (71,9%).

Table 4.5 Student’s Recognition for Reading in Saturday Reading Program

Aspect	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Recognition Reading	I like when the teacher said I read well in English		9,4% (3)	56,2% (18)	34,4% (11)
	My friends tell me sometimes I am a good English reader	3,1% (1)	40,7% (13)	50% (16)	6,2% (2)
	I like to get a compliment for my reading English		31,3% (10)	56,2% (18)	12,5% (4)

According to table 4.5 describe the other factors influencing students motivation in reading is Recognition for reading. In this factor there are 3 statements, the data analyzed is as follow.

The first statement is “I like when the teacher said I read well in English”, the student's responses are (56,25%) which is 18 students give positive agreement, then the other (34,4%) also have the same opinion by choosing strongly agree. Then, for the disagreement there are (9,4%) doesn’t like when their teacher said they are read well.

While the first statement is when their teacher said they are read, but the second statement is based on their friends. Which is the statement is “My friends tell me sometimes I am a good reader in English". The data analysis is only one student strongly disagree (3,1%), the other also said the same responses with (40,7%) take disagree. The result for the positive responses are around (50%) or sixteen students said they agree, and (6,2%) giving strongly agree as to their opinion. From this data, it can be concluded that mostly the students have motivation in reading English when they have a good response from their friends or when their friends said they are good in English.

The last statement of recognition for reading is “I like to get a compliment for my reading English" in this statement (56,2%) the students give a positive response or they agree, the other (12,5%) also have the same response it is strongly agreed. While the rest of the respondent (31,3%) give the negative response that they disagree.

According to the data above, we can know that most students have the motivation to read when they have a compliment from the others.

The next factors of influencing student’s motivation are Competition for Reading. Competition for reading is another part of extrinsic motivation is competition, where students have reading to do better than other classmates. The data analysis for this factor can be seen from the table.

Table 4.6 Student's Competition for Reading in Saturday Reading Program

Aspect	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Competition for Reading	I try to get more answer right in English than my friends		9,4% (3)	71,8% (23)	18,8% (6)
	I like to finish my reading English before the others		50% (16)	46,9% (15)	3,1% (1)
	I like being the only one who knows the answer in something we read in English	6,2% (2)	37,5% (12)	46,9% (15)	9,4% (3)
	It is important for me to see my name on a list of good readers English	6,2% (2)	15,6% (5)	65,7% (21)	12,5% (4)

Based on the table above, there are four statements include as an indicator in competition for reading. The first statement is "I try to get more answer right than my friends" the responses from the students are mostly (71,8%) or 23 students agree and 6 others (18,8%) have the same opinion by choosing strongly agree. Then, the rest of the students have a negative response by taking opinion disagree with the number

(9,4%) or 3 students response. From this data we can conclude that most students have a competition to have more answer than others, this indicator makes the students have competition in reading.

The second statement of this aspect is "I like to finish my reading before the others" the result of the questionnaire is 15 students (46,9%) agree and only one student (3,1%) strongly agree. The rest of the students which is 16 respondent (50%) disagrees. The data analyze show that the number of agreement and disagreement is the same, which is a balance (50%) agree and (50%) disagree.

The third statement is “I like being the only one who knows an answer in something we read" the result is (6,2%) 2 students said strongly disagree, (37,5%) take an option to disagree. From the agreement, 15 students (46,9%) take an option to agree and the rest said strongly agree (9,4%). The data explain that the students have high competition in reading when they become the only one who ones the answer about what have read.

The last statements in the aspect of competition for reading is “It is important for me to see my name on a list of good readers" the result of the questionnaire show that two students (6,2%) strongly disagree, and the same response also disagree with the number of respondents are five students (15,6%). In contrast, the number of the respondent that agree with the statement is 21 students (65,7%), the rest also said strongly agree (12,5%). From this data, we can know that students are motivated to read when they can see their name in the list of good readers.

Table 4.7 Student's Reading Avoidance in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading Avoidance	Confusing stories are not fun to read		37,5 % (12)	50% (16)	12,5% (4)
	I don't like reading something when the words are too difficult		40,6% (13)	40,6 % (13)	18,8% (6)

Despite all of the aspect that already explained above, the other aspect of factor influencing students motivation is about Reading Avoidance. The result of the questionnaire can be seen in table 4.7 above. The description of the data analyzes is.

For the first statement is "Confusing stories are not fun to read" the result are 12 students (37,5%) take an option to disagree, and a half take an option agree (50%), the rest choose strongly agree (12,5%). From the data, mostly students stated that when they read confusing stories they feel not fun, and it makes them doesn't have a higher motivation to read the stories.

The last statement is about "I don't like reading something when the words are too difficult" the result of the questionnaire shows that students agree (40,6%) that they don't like reading with difficult words. The other also has the same decision which strongly agrees with this statement (18,8%). Then, the rest of the students have a different option, they choose to disagree (40,6%) or 13 students have no problem when they read with difficult words. Based on the data, it can be seen that (59,4%) doesn't like to read English with difficult words.

Table 4.8 Student's Importance for Reading in Saturday Reading Program

Aspect	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Importance for Reading	It is very important for me to be a good reader		18,8% (6)	56,2% (18)	25% (8)

Based on table 4.8, the factors influencing student's motivation in reading English is the importance for reading. There is only one statement as the indicator of this aspect. The statement is "It is very important for me to be a good reader" the result are there are six respondents (18,8%) take an option of disagreeing, the others take decision agree (56,2%), and the rests which are 8 students (25%) strongly agree. We can know from the data analysis above that the respondents agree to be a good reader is important for them.

Regarding the other factors of influencing students motivation in reading, the result of the questionnaire from the aspects of Reading for grades is presented below.

Table 4.9 Student's Reading for Grades in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Reading For Grades	Grades are a good way to see how well you are in reading	6,2% (2)	9,4% (3)	62,5% (20)	21,9% (7)
	I read to improve my grades		15,6% (5)	62,5% (20)	21,9% (7)
	My parents ask me about my reading grade		25% (8)	56,2% (18)	18,8% (6)

Based on the data analysis above, three statements indicate as the aspect of Reading for Grades. For the first statement is "Grades are a good way to see how well you are in reading" it shows that 2 students choose strongly disagree (6,2%), and others say (9,4%) disagree also. The rest of the respondents which is 20 students agree with this statement (62,5%), then 7 students (21,9%) also have the same decision they strongly agree. From this data, we can analyze that mostly the students feel that grades are very important for them to know how well they are in reading English.

The second statement regarding with this factors is "I read to improve my grades" it describes that only 5 students (15,6%) disagree, the other is take an option agreement with the number of respondents is 20 students ((62,5%), and the rest take strongly agree with this statement (21,9%) or 7 students. It can analyze that the motivation for students to read is to improve their grades, it shows from the number of agreement with this statement is (85.4%) or 27 students from the total number of the respondent are 32 students.

The last statement is "My parents ask me about my reading grade”, the data shows that only 8 respondents (25%) disagree, (56,2%) agree, then the rest of it is 6 students (18,8%) take strongly agree. It can be concluded that mostly the student's parents ask about their reading grades so, this indicator makes them have motivation in reading.

Table 4.10 Student’s Social Reason for Reading in Saturday Reading Program

Aspect	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
Social Reason for Reading	I often read a story to my brother or my sister	25% (8)	62,5% (20)	9,4% (3)	3,1% (1)
	I talk to my friends about what I read		43,8% (14)	50% (16)	6.2% (2)
	I like to help my friends with their assignment in reading		21,9% (7)	71,9% (23)	6,2% (2)
	I like to tell my family about what I read	3,1% (1)	43,8% (14)	40,6% (13)	12,5% (4)

Table 4.10 shows the results of the data analysis regarding the motivation of students to read English in the aspect of social reason for reading. There are four statements as the indicator of the aspect, the description of the data is as follows:

In the factor of the social reason for reading the first statement is "I often read a story to my brother or my sister" it shows that 8 respondents (25%) take an option strongly disagree, and 20 respondents (62,5%) also have the same option which disagrees. The number of respondents that take an option agree is 3 students (9,4%), and only one student strongly agrees (3,1%). From this data analysis, we can know that the students are seldom to read a story for their sister or brother, it can be shown with the number of the disagreement with this statement are 28 students (82,5%).

The second statement is “I talk to my friends about what I read" it shows 14 students (43,8%) are disagree, but the others 16 students (50%) agree, the rest also strongly agree which is 2 students (6,2%). The number of agreement can be concluded that most of the students talk to their friends what they have read.

The third statement of this aspect is "I like to help my friends with their assignment in reading” it shows there are 7 students (21,9%) are disagree, 23 students (71,9%) agree, and the rest of the respondents which is 2 students strongly agree (6,2%). The result of this can be concluded that the motivation of students to help their friend in reading is higher with the number of the agreement is (78,1%) or 25 students.

The last statement is “I like to tell my family about what I read" the data shows that only 1 student (3,1%) strongly disagrees, 14 students also disagree (43,8%). There are 13 students are agree (40,6%), and the rest also take strongly agree 4 students (12,5%). The data analysis shows that the number of students that like to tell their family about what they have read is higher than students who don't. Which are 17 students take an option agreement (53,1%).

The eleventh aspect of factors influencing student's motivation in reading English is about Compliance. There are 2 statements regarding this aspect. The result of the questionnaire it can see in table 4.11, the description is as follows.

Table 4.11 Student's Compliance in Saturday Reading Program

Aspect	**Statement**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
Compliance	I read because I have to		37,5 % (12)	59,4% (19)	3,1% (1)
	Finishing every reading assignment is very important to me		6,2% (2)	75 % (24)	18,8% (6)

From the table 4.11 above, we can know in the first statement "I read because I have to" it shows that (37,5%) of students are disagreeing, 19 students (59,4%) agree, and there is only one student (3,1%) that take an option strongly agree. It indicates that most students read because they have to, and it makes them motivated to read is their compliance.

The second statement is "Finishing every reading assignment is very important to me" the data shows that there are 2 respondents (6,2%) are disagree, 24 respondents (75%) agree, and the rest also have the same statement which strongly agrees (18,8%). The data analysis shows that mostly the students think that finishing their assignment in reading is important, with the number of the positive agreement is (93,8%).

Based on the result of the questionnaire in eleven aspects of factor influencing student's motivation in reading English text at SABA Program (Sabtu Baca), the researcher can analyze the most factors that influencing students in the chart 4.1 below. The analysis of the chart is as follow below.

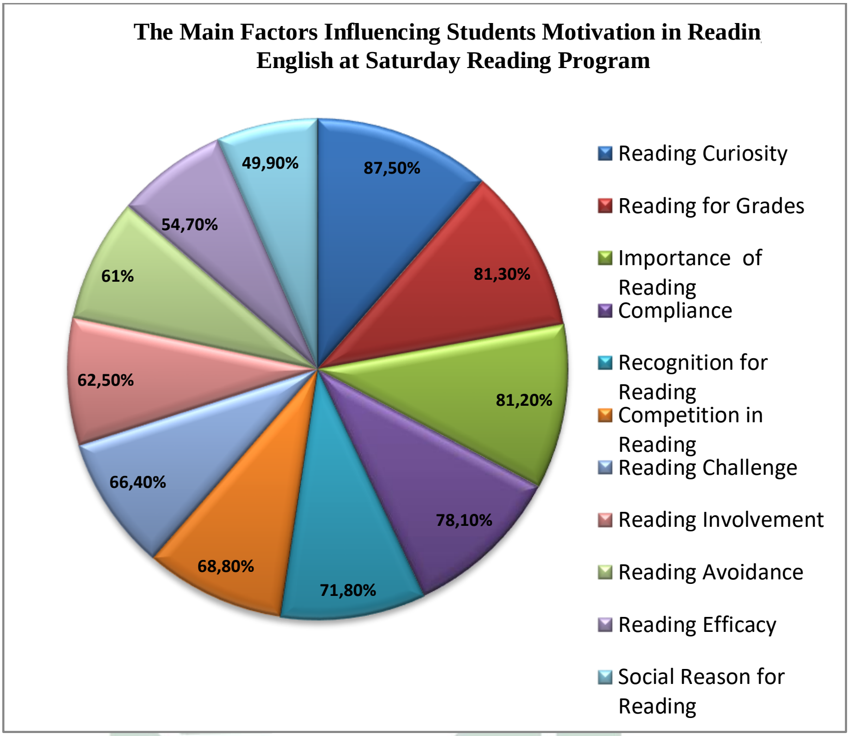

Chart 4.1 The Main Factors Influencing Students Motivation in Reading English at Saturday Reading Program

Based on chart 4.1 above, the researcher analyzes the most six factors influencing students motivation in reading English text, and the five factors that less motivated students to read. For the first, the researcher analyzes the most five factors influencing students in reading is as follow:

Based on chart 4.1 above, the most factors that influence students to read English text is reading curiosity with the number of respondents is (87,5%). The second aspect after reading curiosity is reading for grades, the students mostly have a motivation to read because they want to have a good grade. These aspects have a positive agreement with (81,30%) respondents. The third motivation is the importance of reading (81,2%), the fourth factor is compliance which the students take an agreement in the number of (78,1%) respondents. The fifth factors that the most influenced students is recognition for reading (71,8%) and the last is factors about competition in reading (68,8%).

The researcher analyzed the five factors that less influenced students in reading English text at Saturday reading program. Those factors are reading challenge with (66,4%) respondents, reading involvement with agreement from the respondents is (62,5%), then for reading avoidance, the number of respondents is (61%). The last two aspects that less motivated students in reading English text is reading efficacy only have (54,7%) respondents, then the most recent factor is the social reason for reading with (49,9%) respondents.

B. DISCUSSION

In this session describes the research finding reflected from theory and the previous study stated in chapter 2. In this discussion, the researcher analyze the research findings of factors influencing students motivation in reading English text at Saturday reading program by connecting to some theories and previous study to answer the research question about factors influencing student's motivation in Reading English text at Saturday reading program.

Based on the findings there are eleven indicators stated as the aspects of factors influencing student's motivation in reading English text. Cambria state that motivation refers to the reference, confident, and dedication.[42] Students interest to read because they enjoy it, students dedication to reading because they believe that reading is important, and students confident to read because they can do it. Wigfield points out there are eleven indicators to measure what are the factors that influence students motivation in reading English text.[43] Those factors are reading efficacy, reading curiosity, reading involvement, reading challenge, recognition for reading, competition in reading, reading avoidance, importance for reading, reading for grades, social reason for reading, and compliance.

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[42] Cambria J & Guthrie, J.T, *Motivating and Engaging Students in Reading*. (University of Maryland) New England Reading Association Journal, Volume 46 no.1 2010

[43] Wigfield, A.& Guthrie, J.T. *Motivation Reading Comprehension*. (London:2004) Lawrence Erlbaum Associates, Publishers

From all the aspects of motivation to read, the researcher points out from the result of the questionnaire, there are the main five aspects that influence students reading English in Saturday reading program. Those five aspects are; Reading Curiosity, Reading for Grades, Importance of Reading, Compliance, and Recognition for Reading. This result of this research in line with the previous study, it has some similar aspects in the different level of rate with the study from Dakhi.[44] Those similar factors are reading curiosity, compliance, and the importance of reading.

In this study, the result for the first level of motivation aspect that influenced students the most is reading curiosity. It also support by theory from Guthrie and Wigfield that reading curiosity is part of intrinsic motivation when someone wanting to read a specific aspect due to interest.[45] This is also linked with the statement from the students that, they have more motivation for reading English text in Saturday Reading Program because they have an interest in the new information about the new topic. The students also stated, they read about hobbies that interest them. This statement also supported by the previous study that has the same result.[46] In the previous study by Dakhi, the researcher points out that reading curiosity in the first aspect of motivation that most influenced student. In this current research the students also stated that they want to get information was written and the meaning of every word in English text.

The second main finding is, second highly-rated aspect of motivation that influence students in reading English text are reading for grades. This aspect desires the students to improve their grades in reading English and to be evaluated by the teacher.[47] This statement is also supported by the student's response, they think that grade is a good way to see their ability in reading English text. The other also stated, they read because to improve their grades in reading. The explanation of the finding is the same as the previous study but at a different rate. In this study reading for a grade is in the second-rated while in the previous study this aspect is on the third rated.[48] It shows that most students have high motivation in reading English text is to have good grades in reading.

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[44] Dakhi Saniago, Damanik Irma Soraya, *Students' Motivation in Reading English Text: A Qualitative Study in EFL Context*,(Jakarta: Universitas Kristen Indonesia), Journal of English Teaching, Vol 4, Number 2, June 2018

[45] Tahir Jahan Khan, Azlim Murad Sani, Sarimah Saikh Abdullah, *Motivation to Read in Second Language: A Review of Literature,* (School of Education and Modern Language, Universiti Utara Malaysia), International Journal of Research in English Education, November 2017

[46] Dakhi Saniago, Damanik Irma Soraya, *Students' Motivation in Reading English Text: A Qualitative Study in EFL Context*,(Jakarta: Universitas Kristen Indonesia), Journal of English Teaching, Vol 4, Number 2, June 2018

Furthermore, the third highest-rated aspect is the importance of reading. The students think that, is very important for them to be a good reader in English text. It also supported by the previous study, but in the different rated position.[49] In the previous study from Kathrine take importance for reading in the highest-rated of aspect motivation in reading.

Then, the fourth position of this aspect is compliance. According to the theory of Wigfield and Baker stated define compliance as reading is to meet the expectations of others.[50] This statement also supported by the result of this study that student has the motivation to read because they have to do it. They also stated that finishing every assignment is important for them, that is why they have to read to complete all of the assignment. Regarding this aspect, the previous study also takes compliance as a result of reading motivation because we want to fulfill the expectation of the teacher.[51] In that case, the compliance from the students can be seen whether they are compliant during the reading instruction or not. The students who have compliant in reading instruction, they do what is the teacher's instruct to them and they can answer the question from the teacher while reading. But, for the one who does not have compliant in the class is less of attention to the instruction and they cannot answer what the teacher asks.

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[47] Emmarentia Kirchner and Maria Louise Mostert, *Aspect of the Reading Motivation and Reading Activity Of Namibian Primary School Reader*s, (Cogent Education):2017, page 6

[48] ibid

[49] ibid

[50] Kathrine Torres, *Factors that Influence Student's Motivation to Read Across Grade Levels*, (St.John Fisher College): 2010

[51] Jillian Stenger, *Reading Motivation Among Fifth Grade Students*, (St. John Fisher College): 2010, page 49

Then, the last highly-rated aspect motivation in reading is recognition for reading. According to the theory of Unrau and Schlackman recognition for reading is motivation to read because they have gratification or pleasure for their success in reading, such as rewards or praise for good reading performance by the teachers, parents or friends.[52] As mention that, reward and praise make the students have the motivation to read. It also shows from the result of this study that students like to read because they like having their teacher said they read well. They also like to get a compliment for their reading, and when their friends tell that they are a good reader in English they have more motivation in reading. In another hand, the result of this aspect is contras with the previous study. Recognition for reading is not highly rated motivation, only 66,83% of students are agree that they need compliance to make them more motivated in reading English. This result of this study is in line with another study. [53] It stated that recognition for reading is in the lowest-rated aspect influence student's motivation to read.

In conclucion, the main discussion of this research is there are five highly rated motivational factors influenced students in reading English text at Saturday Reading Program in SMPN 5 Sidoarjo. Those motivational factors are reading curiosity, reading for grades, the importance of reading, compliance, and recognition for reading. The result of this current research is in line with the previous study from Dakhi but in the different rated motivational factors.

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[52] Emmarentia Kirchner and Maria Louise Mostert, *Aspect of the Reading Motivation and Reading Activity Of Namibian Primary School Readers*, (Cogent Education): 2017, page 6

[53] ibid

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter provides a conclusion about the factors influencing students motivation in reading English text at Saturday Reading Program. It also provides suggestion purposed to the teacher and further researcher as explained below.

A. Conclusion

Based on the research finding and discussion in the previous chapter, it can be concluded that in this research question about what are the factors that influenced the student's motivation in reading English. There are eleven motivational factors as the indicator to analyze the student’s motivation in reading English text at Saturday reading program. Those factors are reading efficacy, reading curiosity, reading challenge, reading involvement, recognition for reading, competition, reading for grades, the importance of reading, compliance, reading involvement, and social reason for reading. The result of this study points out the most five rated motivational factors in motivated students to read English at Saturday Reading Program. Those five factors are reading curiosity (87,5%), reading for grades (81,3%), the importance of reading (81,3%), compliance (78,1%), and recognition for reading (71.8%). Those factors are motivate students to read English text especially in the new topic and be a good reader to get rewards or praise.

B. Suggestion

Based on the conclusion above, there are several suggestions given to the teacher and further researcher who do the same field.

1. For the teacher

   As a result of this study, the suggestion for the teacher is to pay attention to the literacy program that applied to make the students enhance their reading in English. After the teacher knows about the most five factors influencing student's motivation in reading English, they can improve the way to apply those factors to increase student's motivation in reading. Also, the teacher can improve the Saturday Reading Program with some of the fun activity.

2. For the further researcher

   The suggestion for the further researcher is, in this research explain about the eleven aspects that influence students motivation in reading English. But, the main finding only discusses the five highest-rated factors of motivation. So, the further researcher can take the same field to examine those six motivational factors that discuss yet.

3. For other school

   The suggestion for the other school is, this literacy program of Saturday Reading in SMPN 5 Sidoarjo can be inspiration to have the same program to make reading habits for students. The other school can increase the number of source books especially in English books or literature.

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