

A STUDY ON CORRELATION BETWEEN INTRINSIC MOTIVATION AND SELF-EVALUATION TOWARD STUDENTS' READING COMPREHENSION

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Abstract

This study is called correlational research. The types of data are quantitative data. Here, this study aims to investigate the correlation between intrinsic motivation and self-evaluation toward students' reading comprehension. Intrinsic motivation is the performance or action of a task for its own sake. It values rewards acquired through the process of task completion, regardless of any external factors. Self-evaluation is a process through which a task or organization seeks to understand and assess the value of its work. It is an ongoing process and runs a superior sense of the evaluation process. The researcher used intrinsic motivation (IM) and self-evaluation (SE) as independent variables. In addition, reading comprehension is as a dependent variable. The sample of this research is 110 seventh grade students. The researcher conducted this research on the even semester of 2018/2019 academic year at one of state junior high school in Muncar. The students were given a questionnaire about intrinsic motivation (IM) and self-evaluation (SE). They were also given a reading test. In order to attain the objective of the study, the score was analyzed using multiple regressions in SPSS 20. The data analysis proved that intrinsic motivation (X1) is correlated at 0.492 to the students' reading comprehension (Y). It has a medium positive correlation. The self-evaluation (X2) is correlated at 0.362 to the students' reading comprehension (Y). It has a low positive correlation. In addition, intrinsic motivation (X1) and self-evaluation (X2) are correlated at 0.511 to the students' reading comprehension (Y) at a significant level 0.058. Those variables have a medium positive correlation. Furthermore, students who have better intrinsic motivation and self-evaluation, they have better achievement in reading comprehension. Thus, the null hypothesis "the null hypothesis are not significantly correlated to students' reading comprehension" was rejected and the alternative hypothesis was accepted. The writer hopes that the other researchers will investigate about intrinsic motivation and self-evaluation more comprehensively in order to get a better result for educational field.

Keywords: intrinsic motivation, self-evaluation, reading comprehension

INTRODUCTION

Language is very important part in human life. People uses it as a tool to communicate to each other in this world. It can be learned and developed depending on the efforts of the human beings. They will be able to acquire the language well if they study hard and seriously. In learning English as a subject matter, students have to be able to elevate their four language skills namely reading, listening, writing, and speaking. The reading skill becomes very crucial part in the educational field. The syllabus showed that the time allotment for teaching reading is more than the other skills, so the teacher and students have to utilize it properly.

In Curriculum of 2013 (K13), English still becomes one of subjects that tested in the national examination, so the students should be able to understand the content properly in order to have better comprehension to answer the questions correctly. Furthermore, in national examination, the test is dominated by reading comprehension test (Syaiful Bahri, 2000). Based on the observation and checking the students' reading score, the researcher found some problems in the learning process, such as lack of adequate vocabulary knowledge, lack of motivation, poor comprehension in reading, etc. The teacher should find good solution to solve these problems, especially in reading comprehension. In addition, a researcher interested in helping teacher to find the solution. The researcher has opinion that students should have greater motivation and better reading comprehension.

Reading is something important for the students because the success of their study depends on the intensity and quality of their ability to read. If they have a great ability in reading, they will have a better chance to succeed in their study. Comprehension is a process by which the reader constructs meaning by interacting with the text (Cooper, 1986). One of good ways to advance students' reading comprehension is through energizing the students to read. It is related to their motivation.

There are some factors that can make us able to study English well. It can be our own motivation and self-evaluation. Motivation is being one of the crucial parts in order to increase students' reading comprehension. They will be motivated to read when they fell that they need something from the text properly. If someone's motivation to read is great, it means that he or she will get a good achievement.

Motivation is a factor which known having strong influence in teaching and learning process. Moekijat (2002) stated that motivation refers to the drive and effort to satisfy a want or goal. In other words, motivation can be defined as the fuel that drives the students to fulfill their goals, wants, and needs in learning.

Ryan and Deci (2000) stated that motivation can be categorized as extrinsic motivation and intrinsic motivation. Extrinsic motivation refers to a willingness of doing something because it hints to a separable outcome. On the other hand, intrinsic

motivation refers to an enthusiasm or inclination of doing something because it is inherently interesting or enjoyable. Burton (1962) in Citrayanti (2001:9) argues that intrinsic motivation is preferable to extrinsic motivation. Intrinsically motivated students have a tendency to work harder, endure longer, and maintain the key information more steadily.

Another factor that can influence the people to be expert in English is self-evaluation. It is a process in which an individual rates and assess the quality of his or her own work personally. The process will evaluate an individual perform, especially when an individual use English.

Both intrinsic motivation and self-evaluation will give some effects to someone's achievement, especially to the students when they are learning English. The great intrinsic motivation will make them easier to learn more and advance their ability especially in reading comprehension. Then, they should have ability to do a self-evaluation, so that they know about their weaknesses and find the best way to improve it.

The brief explanations above clearly showed that both intrinsic motivation and self-evaluation which involved in affective variables of language learning determine the success of students' reading comprehension. It can be easy for the students to get good achievement in English if they are motivated and always do such kind of self-evaluation. Based on those understandings, some studies investigated intrinsic motivation, self-evaluation and reading comprehension. Marhaeni (2005) studied the effect of portfolio assessment and achievement motivation in learning English toward the writing ability of English. The result of this research shows that there was an interaction/correlation between assessment approach and achievement motivation in learning English toward English writing ability. Marjohan, et al., (2005) studied the contribution of students' personality type and learning motivation toward the learning achievement in senior high school. In addition, the relationship between extrinsic/intrinsic motivation and language learning strategies among college students of English in Taiwan by Hsin-Hui Chang (2005). Pearson product-moment correlation analysis was used to count and analyze the results. There was a significant correlation between intrinsic motivation learning strategies and achievement. There are a few researchers that investigated the correlation of intrinsic motivation and self-evaluation toward students' reading comprehension. Therefore, the researcher was attracted to investigate the correlation between intrinsic motivation and self-evaluation toward students' reading comprehension.

The researcher expects this research will give good influence and advantages to the teachers, students and other researchers in teaching and learning activity. It is expected to be helpful to the students getting some information and knowledge about

the relationship between intrinsic motivation and self-evaluation towards reading comprehension. The researcher wishes it can help the students in understanding reading text. This study is expected can give a positive effect to English teachers so that they can be more creative in managing the students to learn English. In addition, the other researchers will have an alternative reference for further study in the future. Therefore, the researcher expects they will be able to develop this study. The researcher believed that there is a significant correlation between intrinsic motivation and self-evaluation toward students' reading comprehension at one of state junior high school in Muncar, Banyuwangi, East Java. The researcher states the objective of the research are to investigate the correlation between intrinsic motivation and self-evaluation toward students' reading comprehension. Here, the researcher uses questionnaire as an important instrument in collecting the data.

METHOD

This study applied a correlational research design with multiple regression analysis. This research investigated whether or not there are significant correlation between intrinsic motivation and self-evaluation toward reading comprehension. The types of data are quantitative data which are obtained from students' questionnaire and reading test.

The research was conducted at one of state junior high school in Muncar, Banyuwangi, East Java. The population of this research are all of seventh grade students in academic year 2018-2019. The total number of the students are 128 students. The researcher used non-random sampling method because the population is not too large. Therefore, all of seventh grade students involved as research participant. However, there are only 110 students who are able to join, unfortunately 18 students can't join this research because of several reasons. The instrument was questionnaires which used Likert Scale type. It was used to identify students' intrinsic motivation and self-evaluation. There were several steps in conducting the research. Firstly, the researcher decided the population and samples. Secondly, the researcher designed the instrument to obtain the data. After that, the students were given a questionnaire to measure the grade of their intrinsic motivation and self-evaluation. It was tested for the reliability test by using Alpha Cronbach in SPSS. The students' score in reading comprehension test were collected to find out students' reading achievement. Next, the researcher analyzed the data collected by using SPSS 20 (Pearson Correlation and Multiple Regression analysis to find out a finding). The last one is drawing a conclusion from the analyzed data (explanation and interpretation of the result).

Data Analysis Instrument Questionnaire

In data analysis instrument, the researcher used two questionnaires. The questionnaire is a research instrument consisting of a series of questions and other additional points for gathering information from the respondents or participants. The writer gives the questionnaire to the students to obtain the data which are analyzed. Before it is administered, it has to be intensively arranged. There are some advantages:

- a. Being able to reveal all individuals or groups' responses to the problems.
- b. Being able to be spread to a great amount of respondents in a relatively short time.
- c. Being able to keep the respondents' objectivity in answering the questionnaire
- d. Being able to keep respondents' secrecy in answering the questionnaire
- e. Being able to gather information in a wide scale fast
- f. It is more flexible in spending time

In this study, the writer is used a closed questionnaire. The respondents answer the questions by choosing one of the answers that are given by the researcher. Here, the writer takes some statements and questions to make the analysis easier. Those instruments were:

1. Intrinsic Motivation Questionnaire
2. Self-Evaluation Questionnaire

Test

Besides the questionnaire, reading test was used to get data to add and cross-validate the students' responses to the questionnaire. The reading comprehension test will be based on the syllabus of seventh grade (K13 of junior high school in academic year of 2018-2019). The students must answer the questions in a paper. The result will make the researcher know the students' reading comprehension achievement.

Data Collection Technique Questionnaire

In data collection for this study, the researcher applied two kinds of questionnaire. Those are intrinsic motivation questionnaire which was used to elicit the students' motivation related to their reading comprehension and self-evaluation questionnaire which was used to elicit the students' self-evaluation related to their reading comprehension. In this questionnaire writer takes some statements and questions to make the analysis easier. The researcher used 30 items in an intrinsic motivation. In addition, there were 20 items in the self-evaluation questionnaire.

Reading Test

In addition, the researcher makes a reading test that consists of 50 multiple choice questions. These questions included reading comprehension. The students must answer individually and it is allocated 90 minutes for answering. The aim of the test is to measure the students' level of reading comprehension.

Data Analysis Technique

Questionnaire Analysis

The data from the questionnaire analyzed properly, the minimum score for each statement is 1 and the maximum score for each statement is 5. The lowest total score of IMQ is 30 and the highest total is 150 while the lowest total scores of SE is 20 and the highest is 100. The result will classify to analyze the frequency and percentage of each perception of intrinsic motivation and self-evaluation.

Reading Comprehension Analysis

Students' reading comprehension is tested by giving them a test. Then, the researcher will analyze it manually by using a scoring system. All of the items can be answered correctly, the score is 100. However, if all questions are answered incorrectly, the score will be 0. The reading test is consisting of 50 items in the form of multiple choices.

RESULTS

The Result of Data Analysis. Based on the data collection in questionnaire, there are some consideration on the finding that the researcher need to take a look deeply. The researcher has stated that the subject of this study is 128 seventh grade students at one of state junior high school in Muncar. However, the researcher could only find 110 students for this study. It happened because 18 students were not joining the class for various reasons. In analyzing the obtained data, it was used descriptive statistical analysis. Descriptive statistical analysis was used to describe the variables' data which were investigated.

Data description of Intrinsic Motivation. Based on the data that the researcher got from an intrinsic motivation questionnaire, it was analyzed descriptively by the assistance of SPSS 20 for windows. The researcher can find highest and lowest score, mean, median, modus, standard deviation, and variance were showed in Table 1.

Table 1 - Descriptive Statistics of Intrinsic Motivation (X1)

N	Valid	110
	Missing	0
Max score		140
Min score		86
Mean		112.001
Median		113.000
Mode		116.00
Std. Deviation		11.12856
Variance		113.660

From the table 1 above, it can be seen that intrinsic motivation variable (X1) has a maximum score 140, minimum score value 86, mean value 112,001, the median value 113 and the standard deviation is 11.128.

Table 2 - Descriptive Statistics of Self-Evaluation (X2)

N	Valid	110
	Missing	0
Max score		88
Min score		56
Mean		71.72
Median		72.00
Mode		72.20
Std. Deviation		8.61605
Variance		82.220

Data description of Self-evaluation. The researcher got the data from questionnaire, it was analyzed descriptively by using SPSS 20 for windows. The mean, median, modus, standard deviation, and variance were showed in Table 2. Based on the descriptive statistic table 2 above, it showed the review of respondents' answer. It can be seen that self-evaluation variable (X2) has a maximum score 88,

minimum score value 56, mean value 71,720 and the median value 72. Additionally, the standard deviation in this descriptive statistic is 8.616. All the data are analyzed by using multiple correlation formula which was calculated through SPSS.

Table 3 – Normality Test of Intrinsic Motivation, Self-Evaluation and Reading Comprehension

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
X1	.060	110	.200*	.993	110	.886
X2	.061	110	.200*	.995	110	.962
Y	.082	110	.064	.979	110	.075

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

It is used to investigate whether the data gained are normally distributed or not.

This interpretation is made based on the output of the table of Test of Normality. Here the data is provided by table Saphiro-Wilk. Criteria of decision-making is that the significance >0.05 means that the data is in a normal distribution. If the significance <0.05 means that the data is not in a normal distribution. From the table of the Test of Normality above can be concluded that in the Saphiro-Wilk Test has significance 0,886 in IM and 0.962 in SE. It means that the data is in a normal distribution.

Table 4 – Linearity Test of Reading Comprehension (Y) and Intrinsic Motivation (X1)

ANOVA Table						
		Sum of Squares	Df	Mean Square	F	Sig.
Y * X1	Between Groups	(Combined) 243.152	41	5.931	2.126	.003
	Linearity	104.802	1	104.832	37.589	.000
	Deviation from Linearity	138.321	40	3.458	1.240	.214
Within Groups		189.595	68	2.788		
Total		432.748	109			

Linearity testing is used to know the linearity between each independent variable with the dependent variable. The analysis is made from the table above based on the output linearity test. The data is provided by table ANOVA. If the criterion of probability score is more than > 0.05 there is linearity relation between variable Y and X1. In other way, if the significance < 0.05 there is no linearity between variable Y and X1. From the table above shows the significance 0.214 is bigger than > 0.05 . It can be concluded that there is linearity significance between reading comprehension and intrinsic motivation.

Table 5 – Linearity Test of Reading Comprehension (Y) and Self-Evaluation (X2)

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Students' score * Self-evaluation	Between Groups	(Combined)	201.295	42	4.793	1.387	.114
		Linearity	56.736	1	56.736	16.424	.000
		Deviation from Linearity	144.558	41	3.526	1.021	.462
	Within Groups		156.799	231.453	67	3.455	
	Total		10493.928	432.748	109		

The analysis is made from the table above based on the output linearity test. The data is provided by table ANOVA.

Ho : regression line was not linear

Hi : regression line was linear

Testing criterion: if the value of Sig. Deviation from Linearity > 0.05 , Ho was rejected.

From the output of SPSS 20 for windows, it could be seen that the value of F at Deviation from Linearity was 1.021 with sig. value $0.462 > 0.05$, so Ho was rejected which meant that the regression line between self-evaluation and reading comprehension was linear.

Table 6 – Coefficient correlation of the first hypothesis

Correlations			
		X1	Y
X1	Pearson Correlation	1	.492**
	Sig. (2-tailed)		.000
	N	110	110
Y	Pearson Correlation	.492**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation, it was found that the coefficient of correlation (r_{x_1y}) = 0.492 and coefficient of determination $(r_{x_1y})^2 = 0.242$. Then, $r_{x_1y} = 0.492$ was suited to the criteria of correlation coefficient:

0.80 to 1.00 (- 0.80 to - 1.00) : very high positive (negative) correlation

0.60 to 0.79 (- 0.60 to - 0.79) : high positive (negative) correlation

0.40 to 0.59 (- 0.40 to - 0.59) : moderate positive (negative) correlation

0.20 to 0.39 (- 0.20 to - 0.39) : low positive (negative) correlation

0.00 to 0.19 (0.00 to - 0.19) : very low positive (negative) correlation

$r_{x_1y} = 0.492$ was in between 0.40 to 0.70, meaning that the correlation between intrinsic motivation and the students' reading comprehension was moderate. H_0 was rejected. It could be concluded that the correlation between intrinsic motivation and the students' reading comprehension was significant.

Table 7 – Coefficient correlation of the second hypothesis

Correlations			
		Y	X2
Y	Pearson Correlation	1	.362**
	Sig. (2-tailed)		.000
	N	110	110
X2	Pearson Correlation	.362**	1
	Sig. (2-tailed)	.000	
	N	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

From the calculation, it was found that the coefficient of correlation (r_{x_2y}) = 0.362 and coefficient of determination $r_{x_2y}^2 = 0.131$.

$r_{x_2y} = 0.362$ was in between 0.20 to 0.40, meaning that the correlation between self-evaluation and students' reading comprehension was low.

Ho: There is no significant correlation between self-evaluation and students' reading comprehension.

Hi: There is a significant correlation between self-evaluation and students' reading comprehension.

Note: Degree of freedom = $n-2 = 108$ with probability level ($\alpha = 0.05$), it was found that $t_{table} = 1.980$

The criterion: if the $t_{calculated} > t_{table}$, H_0 was rejected. Hence $4.036 > 1.980$, H_0 was rejected. It could be concluded that the correlation between self-evaluation and students' reading comprehension was significant.

Table 8 – Multiple Correlation Analysis Result

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.511 ^a	.261	.248	1.72836	.261	18.933	2	37	.058
a. Predictors: (Constant), IM, SE									
b. Dependent Variable: Reading Comprehension									

Data description of multiple correlation analysis result. Then found F_{table} with df numerator = k (predictors=2) and df denominator $n-k-1$ ($110-2-1 = 107$) at probability level $\alpha = 0.05$ (5%). The criterion $F_{counted} > F_{table}$, H_0 was rejected. $F_{counted} > F_{table}$ ($18.933 > 3.08$). It meant that the correlation of intrinsic motivation and self-evaluation toward students' reading comprehension was significant. From the output of calculation using SPSS 20 for windows, it could be found that the correlation coefficient $R_{x_1x_2y} = 0.511$ with coefficient of determination (R^2) was 0.261. In other words, 26.1% variation occurred at the students' reading comprehension could be explained by intrinsic motivation and self-evaluation.

The X_1 and X_2 are correlated at 0.511 to Y variable at a significance level of 0.058. Those variables have a medium positive correlation. Medium level of correlation between intrinsic motivation and self-evaluation toward students' reading comprehension also exposed that there are other factors which may strongly influence students' achievement especially in reading.

The result shows that an intrinsic motivation and self-evaluation are significantly correlated to students' reading comprehension. Therefore, the researcher can conclude

that the students whom great intrinsic motivation and good self-evaluation in the English class will have better achievement especially in reading comprehension. Students who have great intrinsic motivation and good self-evaluation will always feel enjoyable and aware to improve their ability during teaching and learning process.

DISCUSSION

After analyzing the hypothesis, the researcher found some essential things related to the variables of this study. Here, the main objective of the study is to investigate a correlation and influence of an intrinsic motivation and self-evaluation toward students' reading comprehension. By considering at the previous hypothesis, the researcher predicts that students who have a high intrinsic motivation and self-evaluation especially in reading have better reading comprehension and achievement rather than those who are not.

The result of the analysis in shows that an intrinsic motivation and self-evaluation are positively correlated to students' reading comprehension. It means the alternative hypothesis (H_a) stated "Intrinsic Motivation and Self-Evaluation are significantly correlated to students' reading comprehension" is accepted.

This present study found that intrinsic motivation had a moderate correlation. As Noels (2001) in Ryan and Deci (2000) written, "Intrinsic orientations refer to reasons for L2 learning that are derived from one's inherent pleasure and interest in the activity...and the spontaneous satisfaction that is associated with it". Principally, the more one enjoys learning a target language, the more successful they are on it and the better they feel about the job or assignment. Students who acquire and study English as a foreign language have to regard English subject as a fun and enjoyable subject in order to master the language. They have to build their own desire and expectations to willingly learn the foreign language because the one who can support them in obtaining achievement in mastering English is only themselves. Whether or not they are hard and willing enough in practicing English as a fun and interesting language relies on their inside motivation. It is said so, because learning English as a communication tool needs regular practice and hard working.

It is clear that in reading, students need to intrinsically motivate themselves to get the best comprehension and achievement. Unless, students who do not enjoy reading English will get a problem that can influence their comprehension or achievement. As Ryan and Deci (2000) state that although intrinsic motivation is clearly an important type of motivation, but most of the activities people do are not intrinsically motivated. Some students were lack of intrinsic motivation because they might be affected by the outside factors and ignored their inside factors. Non-native students tend to learn English because it is a must to get a good mark or pass the

standard score of English subject. However, intrinsic motivation variable is a crucial for either educators or students to be developed in language learning.

In this research, intrinsic motivation is not the only independent variable that has correlation to students' reading comprehension. The another one is self-evaluation. It also affected the students' reading comprehension.

Self-evaluation is a process of critically reviewing the level or quality of someone's action or performance. It is a personally process by which you teach more about yourself. It can be about what you like, what you dislike, and how you have a tendency to react to certain situations. Therefore, knowing these things can aid and support you to decide which things could fit you better. Your skills, interests, personality, and values play an important role in your choice.

Meaningful reflection takes regular practice to be better. This is as true for the students and the teachers. As a teacher, we can support our students in their efforts by providing regular continual time for the students to think and assess their progress. In the beginning, we need to guide students' reflection with some questions such as: (1) what did I find and study? (2) What did I do correctly? (3) What was a problem for me? (4) What can I do to solve it? (5) What do I want explore further? (6) What will I do in the future? Students have to take a part in self-evaluation or assessment process, this is a part of taking many opportunities to react to things they have read before.

The population for this research are all seventh grade students of SMPN 4 Muncar. The total number were 128 students. However, some of them cannot join because of some problems occurred, so there were only 110 students collected as the sample. In this reasearch, the subjects' willingness and seriousness in answering the questionnaires' items also influenced the obtained data.

To sum up, the findings of this study found that the intrinsic motivation and self-evaluation had significant and positive correlation to reading comprehension which proved by the acceptance of the hypothesis. It means that the students' intrinsic motivation and self-evaluation gave an influence toward the students' reading comprehension. Thus, these two factors are very important in determining the success of the students' reading comprehension. However, teacher and students cannot just rely on both aspects. They might consider the other aspects to improve the students' reading comprehension because there are other factors which may strongly influence students' achievement especially in reading, such as learning environment, mood, facilities, method and strategy in teaching and learning process, etc.

CONCLUSION

The main objective of the study was to find a correlation of an intrinsic motivation and self-evaluation toward the students' reading comprehension achievement. The research was conducted at one of junior high school in Muncar. The

researcher using questionnaire and reading test to get the data from seventh grade students. The number of respondent is 110 students.

The result of the analysis on the previous chapter reveals that intrinsic motivation and self-evaluation are positively correlated and affected to students' reading comprehension. Besides, the finding of moderate positive relationship between the variables and the acceptance of the hypothesis proved that the students who were in some way assessed as having a great intrinsic motivation and good self-evaluation were also those who were assessed as doing well in reading comprehension or vice versa. On the contrary, the poorer intrinsic motivation and self-evaluation that the students had, the poorer reading comprehension of the students would be or vice versa. Both intrinsic motivation and self-evaluation variable simultaneously correlated toward the students' reading comprehension. Therefore, both of these variables are needed to be enhanced if students want to develop their reading comprehension. However, the researcher also realizes that there are some other aspects that can influence the students' reading comprehension achievement, such as the learning environment, learning strategy, media, etc.

Here, the researcher gives some suggestions for the teacher. A teacher has to maintain the teaching and learning process of reading skill optimally and creatively which can increase students' intrinsic motivation and self-evaluation. Both of them have a correlation to the students' reading comprehension achievement. The various attracting reading activities also can advance students' reading skill, so the media should be fun and enjoyable. The teacher has to motivate the students to apply self-evaluation in order to know their strengths and weakness that can be elevated to the higher level.

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