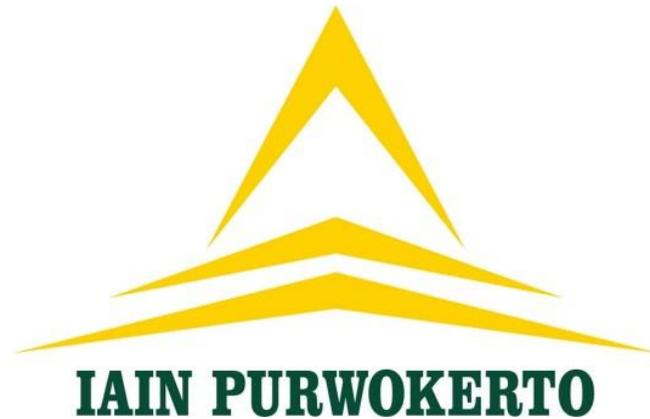


**MOTIVATING FACTORS OF STUDENTS' READING REPORT TEXT
IN *READING EXPLORER BOOK* AS LEARNINGSOURCE
FOR THE 7th GRADE OF SMP NASIONAL 3 BAHASA PUTERA HARAPAN
PURWOKERTO**



THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training
of IAIN Purwokerto as a Partial Fulfillment of the Requirements
for Achieving the Degree of *Sarjana Pendidikan* (S.Pd.) in English Education**

**By:
NITA MUFTIANI
1522404032**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO
2019**

STATEMENT OF ORIGINALITY

Herewith I,

Nama : Nita Muftiani
Students Number : 1522404032
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Department : English Education

declare that this thesis script entirely my own research outcome or work, except some parts the sources of which are cited.

In case the statement is untrue in the future, I will accept all risks including cancellation of the academic title.

Purwokerto, 27th September 2019

I who declares,



Nita Muftiani

S.N. 1522404032



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat: Jl. Jend. A. Yani No. 40A Purwokerto
Telp :0281-635624, 628250, Fak. 0821-636553

APPROVAL SHEET

This thesis, entitled

**MOTIVATING FACTORS OF STUDENTS' READING REPORT TEXT
IN *READING EXPLORER* BOOK AS LEARNING SOURCE
FOR THE 7TH GRADE OF SMP NASIONAL 3 BAHASA
PUTERA HARAPAN PURWOKERTO**

Written by **Nita Muftiani**, Student Number 1522404032, English Education Department, Faculty of Tarbiya and Teacher Training, State Institute on Islamic Studies (IAIN) Purwokerto, was examined on Friday, 25th October 2019 and declared qualified for achieving the degree of *Sarjana Pendidikan* (S.Pd.) in English Education.

Examiner I/ Head of Examiners/

Supervisor,

Muflihah, S.S., M.Pd
NIP. 19720923 200003 2 001

Examiner II/Secretary,

Agus Husein As Sabiq, M.Pd.
NIDN. 2011088701

Main Examiner,

Dr. Maria Ulpah, S.Si., M.Si.
19801115 200501 2 004

Legalized by:

Dean,



Dr. H. Suwito, M.Ag.

NIP. 19571024 199903 1 002

OFFICIAL NOTE OF SUPERVISOR

To the Honorable.
Dean of Faculty of Tarbiya and Teacher Training
State Institute of Islamic Studies Purwokerto
In Purwokerto.

Assalamu 'alaikumWarahmatullahiWabarakaatun

Having guided, analyzed, directed, and corrected the thesis by Nita Muftiani, studies Number 1522404032, entitled:

**MOTIVATING FACTORS OF STUDENTS' READING REPORT TEXT
IN *READING EXPLORER* BOOK AS LEARNING SOURCE
FOR THE 7th GRADE OF SMP NASIONAL 3 BAHASA
PUTERA HARAPAN PURWOKERTO**

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Institute of Islamic Studies Purwokerto, and examined in order to get Undergraduate Degree in English Education (S.Pd)

Wassalamu 'alaikumWarahmatullahiWabarakaatuh

Purwokerto, 27th September 2019

Supervisor,



Muflihah S.S.,M.Pd

NIP. 197209232000032001

MOTTO

اليقن لايزال بالشك

“Conviction kills hesitation”

DEDICATION

*My beloved parents, Eep Sumardi and Yati Rohayati,
My beloved brother and sisters,
My beloved boyfriend Rakhmat Zaenuri Pribadi
My beloved friends, and all readers who have taken the time to read this thesis.*

ACKNOWLEDGEMENT

In the name of Allah. The beneficent and the Merciful. All praises and thanks be to Allah SWT, the Lord of universe, who has given. His blessing, guidance, loves and helps to the writer for completing this thesis. Peace and salutation be upon to our beloved prophet Muhammad SAW, his family, companions, and his faithful followers.

This thesis presented as a partial fulfilment of the requirement for obtaining the *Sarjana Pendidikan* (S.Pd) degree in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto.

I would also like to express the deep gratitude and appreciation to:

1. Dr. H. Suwito. M.Ag., the Dean of Faculty of Tarbiyah and Teacher Training of State Institute on Islamic Studies Purwokerto, who had approved this thesis.
2. The Vice Deans and Administration Staff of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto.
3. The Head of English Education Department in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto.
4. All of lecturers in Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Purwokerto for teaching precious knowledge, sharing philosophy of life, and giving wonderful study experience.
5. Muflihah, S.S., M.Pd., my thesis advisor, who has given me all her bestvaluable guidance, advice, suggestion, encouragement and patience during the writing process of this thesis May Allah bless you.
6. F. David Ludiranto, S.S.,M.Hum., the Headmaster of SMP Nasional 3 BahasaPuteraHarapanPurwokerto, who has facilitated me given permission for this research the process of collecting data.
7. LiaMuliani S.H.,S.Pd.,the English teacher, who has been pleased to be a research resource for the preparation of the thesis for the auther.
8. The dear Father and Mother, who always provide me support, enthusiasm, prayer and love, that I can complete the preparation of this thesis well.

9. All of my friends TBI 2015 State Institute on Islamic Studies (IAIN) Purwokerto, who always support and motivated the author.
10. All lecturers of English Education Department for pouring all their knowledge and insights to my empty soul.
11. To all parties who have helped me in the process of preparing this thesis that I cannot mention one by one.

Purwokerto, 27th September 2019

Writer,



Nita Muftiani

Nim. 1522404032

**MOTIVATING FACTORS OF STUDENTS' READING REPORT TEXT
IN *READING EXPLORER* BOOK AS LEARNING SOURCE
FOR THE 7TH GRADE OF SMP NASIONAL 3 BAHASA
PUTERA HARAPAN PURWOKERTO**

NITA MUFTIANI

1522404032

ABSTRACT

This research was aimed to find out the motivating factors of reading report text in *Reading Explorer* book as learning source. Low motivation is often experienced by students in reading, either in their first or second language. This problem also happens to most of Indonesian students, both in reading Bahasa Indonesia, and moreover in reading English text. However, most students of SMP Nasional 3 BahasaPuteraHarapan have relatively high motivation in reading English text, especially reading the learning source of English lesson, i.e.*Reading Explorer* book. Based on the fact, it is interesting to learn what motivate students in reading report text of *Reading Explorer* book.

This research applied qualitative descriptive approach. The data were gained through written and direct interviews, observation and documentation. Written interviews were done by giving 10 open-ended questions to 41 students of the 7th grade. Meanwhile, indepth interviews were applied to 6 students whose answers showed that they were most motivated.

This research found that there were 8 motivation factors, consisting of 3 internal factors and 5 external factors. The internal factors were love of English, love of reading, and curiosity, while the external factors were different from textbooks, after-reading tasks, interesting stories, the book was completed by interesting pictures, and easy understanding language.

Keywords: *Motivation factors, reading report text, reading explorer as learning source.*

**MOTIVATING FACTORS OF STUDENTS' READING REPORT TEXT
IN *READING EXPLORER* BOOK AS LEARNING SOURCE
FOR THE 7TH GRADE OF SMP NASIONAL 3 BAHASA
PUTERA HARAPAN PURWOKERTO**

NITA MUFTIANI

1522404032

ABSTRACT

Penelitian ini bertujuan untuk menemukan faktor motivasi teks laporan di buku *Reading Explorer* sebagai sumber belajar. Rendahnya motivasi membaca di alami oleh siswa, baik dalam bahasa pertama atau bahasa kedua. Masalah ini juga terjadi pada sebagian besar siswa indonesia, baik dalam membaca dalam bahasa indonesia, dan juga membaca text bahasa inggris. Namun, sebagian besar siswa SMP Nasional 3 Bahasa Putera Harapan Purwokerto memiliki motivasi yang relatif tinggi dalam membaca text bahasa inggris, terutama membaca sumber belajar di pelajaran bahasa inggris seperti buku *Reading Explorer*. Berdasarkan fakta, menarik untuk di pelajari apa yang memotivasi siswa dalam membaca teks laporan di buku *Reading Explorer*.

Penelitian ini menggunakan pendekatan kualitatif deskripsi. Data diperoleh melalui wawancara tertulis dan wawancara langsung, observasi dan dokumentasi. Wawancara tertulis dilakukan dengan memberi 9 pertanyaan terbuka untuk 41 siswa di kelas 7. Sementara itu, wawancara mendalam diberikan kepada 6 siswa yang jawabannya menunjukkan bahwa mereka paling termotivasi.

Penelitian ini menemukan ada 8 faktor motivasi, yang terdiri dari 3 internal faktor dan 5 external faktor. Faktor internal terdiri dari suka bahasa inggris, suka membaca dan rasa ingin tahu, sementara faktor external terdiri dari berbeda dari teks buku-buku lain, sejarahnya menarik, bukunya di lengkapi gambar yang menarik, setelah membaca tugas dan bahasanya mudah dipahami.

Keywords: *Motivation factors, reading report text, reading explorer as learning source.*

TABLE OF CONTENT

PAGE OF THESIS TITLE	i
PAGE OF STATEMENT OF ORIGINALITY	ii
PAGE OF APROVAL	iii
PAGE OF OFFICIAL NOTE OF SUPERVISOR	iv
PAGE OF MOTTO	v
PAGE OF DEDICATION	vi
ACKNOWLEDGMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	
A. Background of the problem	1
B. Operational Definitions.....	4
C. Research Question	5
D. Objectives and Significances of the Research	5
E. Literature Reviews	6
F. Structures of Research	8
CHAPTER II	
THEORETICAL FRAMEWORK	
A. Motivation	10
1. Definition of Motivation.....	10
2. Theories of Motivation.....	11
3. Function of Motivation	14
4. Sources Motivation	14
B. Motivating factors	15
1. Internal motivating factors.....	16
2. External motivating factors	16
C. Reading Report Text	17
1. Reading	17
2. Kinds of Text.....	19
3. Report Text	21
4. Importance of Reading.....	22
D. Strategies in Teaching Reading.....	22
E. Teaching Reading.....	25
F. Motivating Factors in Reading	25
G. Reading Explorer book as learning source	27

	1. Reading Explorer book	28
	2. Learning source	28
CHAPTER III	RESEARCH METHOD	
	A. Types of Research.....	30
	B. Research Setting.....	30
	1. Place.....	30
	2. Time	30
	C. Data Sources.....	31
	1. Object Data Source	31
	2. Subject Data Source	31
	D. Techniques of Collecting Data	31
	E. Techniques Data Analysis	33
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSIONS	
	A. Profile of SMP Nasional 3 Bahasa Putera Harapan	36
	1. Historical Overview	36
	2. Teachers of SMP Nasional 3 Bahasa Putera Harapan.....	37
	3. Facilities and infrastructure	38
	B. Data Description.....	39
	C. Data Analysis	49
	1. Motivating Factors of Reading Report Text.....	49
	2. Distribution of Factors	56
CHAPTER V	CONCLUSION AND SUGGESTION	
	A. Conclusions.....	57
	B. Suggestions.....	57
	BIBLIOGRAPHY	
	APPENDIX	
	TABLES	
	CURRICULLUM VITAE	

LIST OF TABLES

- Table 1 Motivating and Demotivating Factors of Reading
- Table 2 The list of Teachers and Academic Subject of SMP Nasional 3 Bahasa Putera Harapan Purwokerto
- Table 3 School Facilities and Infrastructure of SMP Nasional 3 Bahasa Putera Harapan Purwokerto
- Table 5 Tabulation of Results Written Interview
- Table 4 Distribution of Factors

LIST OF APPENDICES

Appendix 1	Tabulation of results written interview
Appendix 2	Results Interview
Appendix 3	Field Note
Appendix 4	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE PROBLEM

Language is a communication tool that people use to share information. With language, people can express their feelings and minds. According to Karl Buehler, a psychologist and linguist, the basic function of language is as a means of communication between people and other people.

According to Setiawati Darmojuwono (2005:5), seen from the aspect of language as a communication tool, language functions can be divided into two, that is structural functions and pragmatic functions. The structural function of language, according to Buysens (1995), is a network between elements of language that are at a small level with elements of language at a greater level in language analysis. This function is related to the function of language elements in the system, while the pragmatic function is related to language using communication. Therefore language is very needed for good communication among people.

Communication is not limited to people that use language. According to Onong Uchjana Effendy, the definition of communication must be seen from two points, those are a general understanding and paradigmatic understanding. The general understanding is also divided into two, those are etymological and terminological understanding. Etymologically, communication derived from the Latin that originates from the same word *communis*. Meanwhile terminologically, communication is the process of conveying a person's statement to others. In communication involve some people or humans, so communication like this is called human communication. Besides, paradigmatically, communication is the process of delivering a message by someone to others to tell or change attitudes, opinions, and behaviors directly or indirectly. In communication points that must be noticed is that people who do communicate can understand what the meaning of something that communicator said for communican. Therefore everyone must master the language,

mother tongue or foreign language because it is very influential when communicating.

As we know the very extensive language used is English, international language. According to Harmer (2001: 2-3), English is a global language used throughout all parts of life like in the fields of art, science, humanity, travel, and social sciences. Therefore, English is very important to learn, in the English language there are four skills those are listening, writing, speaking, and reading. Listening is an ability that focuses on audio or hearing and usually, students who can listen are also good at speaking skills. According to Bashir, et.al (2011), speaking is a productive skill in the oral mode. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. Writing is the ability possessed by students who focus on the structure of writing. The last language skill is reading.

From reading the students can get much information and knowledge, according to Ramelan (1990: 1), reading is a good activity for learners, reading is also something crucial and indispensable since the success of their study depends for the greater part on their ability to read. As some purpose of reading based on their point of view. According to Linse (2005: 71), it divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is purposed to follow a narrative and enjoy the "sound" or rhyme of literary text while reading for information means that the reader reads many kinds of the text to acquire an amount of information from them. Therefore reading is one of the important aspects for the students, especially in English.

However, reading is still low, especially in Indonesia, the result of survey of institutions (PBB0, UNESCO (United Nation Education Society and Cultural Organization), the fact of Indonesian people's reading interest is low, even the lowest in Asia, based on these data, it is known that interested in reading Indonesian people, especially in Southeast Asia there are on the number four, after Malaysia, Thailand and Singapore.

The facts above show that reading motivation of the students is still low, while the factors that become low interested in reading is an environment that does not support

reading sphere, the low desire to buy books, the negative impact of the development of electronic media, the learning model in general does not make students have to read, and the learning system is not appropriate. To overcome these problems, schools, and people make efforts to increase reading interested by getting used to reading early, providing interesting books, creating an environment that supports the reading sphere and developed models of reading fun learning, variation and education.

SMP Nasional 3 bahasa putera harapan is one of the schools considered to be tried to increase interest in reading, especially English, because students were enthusiastic in following the learning process of reading, the curiosity of students towards reading report text in learning source that used the teacher in learning process. Based on the interview from pre-observation with the teacher stated that External factor of students influenced to the students want to develop themselves because they participated in many English contests as follows storytelling, speak English. Therefore, they very interested to read especially English books. Beside the Reading Explorer book interested to read, grammar in this book easy to understand. The SMP Putera Harapan Purwokerto is different from another school, because SMP National 3 Bahasa Putera Harapan has three language programs those are Indonesia, Mandarin and English, and the English teacher is used Reading Explorer book as learning sources.

Based on the condition, it is necessary to know more knowledge about what are students' motivating factors in reading report text in Reading Explorer book as learning source. For that reason, the researcher interests to make research in SMP Putera Harapan Purwokerto about motivation factors of reading report text in Reading Explorer book.

B. OPERATIONAL DEFINITIONS

To make it easier to understand the title of the thesis and avoid misunderstandings in interpreting the terms in this study, then the author will first emphasize and limit the terms of the research title as follows:

1. Motivation

According to Sardiman (1994:75) said that motivation can be stimulated from external factors but motivation is to grow in a person. In learning activities, motivation can be said to be the overall driving force in students that gives direction to learning activities, so that the goals desired by students can be achieved. Several factors influence student's motivation, which is intrinsic and extrinsic motivation.

According to the author's conclusion, motivation is an action taken by someone to do something certain that is realized or not to achieve results that are preceded by a response to the purpose, which is influenced by factors intrinsic and extrinsic.

2. Reading Report Text

According to Grellet (1996:3), reading is the process of understanding a reading text. Considering how important reading is for students in the daily teaching and learning process, the teacher needs to consider the best strategy for teaching reading in order to enhance student's comprehension (edy sarwo, 2014).

According to Gerotand Wignell,(1994), said that report text was to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. So, reading report text is processed to understand reading report text about describing the phenomena of our world about a whole class of things not about one specific thing about living things like plants and animals, and non-living things like phones, bikes, oceans.

3. Reading Explorer Book

Reading Explorer book is a learning source used in the SMP Nasional 3 Bahasa Putera Harapan Purwokerto, this book about reading explorer language American English, level beginning by a writer Nancy Douglas and David Bohlke published in 2015. The aim of the National Geographic book is at National Geographic learning, our goal is to bring the world to the classroom, and the classroom to life.

4. Learning Source

According to Sitepu (2014), learning resources is one component in learning activities that permit individuals to get knowledge, abilities, attitudes, beliefs, emotions, and feelings. Learning resources can be a recommendation as something that can be used to support and facilitate the learning process (Edgar Dale, 1969). This understanding is in line with the meaning of learning source in the Dictionary of

instructional Technology (1986) which mentions learning sources are "any sources (people, instructional material, instructional hardwares, etc). According to the Association for Education Communication and Technology, AECT (1977), learning sources are various or all sources in the form of data, people and certain forms that can be used by students to learn, separate or combined to facilitate students in achieving learning goals.

C. RESEARCH QUESTION

What are the motivating factors of students' reading report text in the *Reading Explorer* book as learning source for the 7th-grade of SMP Nasional 3 Bahasa Putera Harapan Purwokerto?

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. The objective of this research is:

Based on the research problem above, the study is aimed to find out the motivating factors of reading report text in *Reading Explorer* book as learning source.

2. The significances of this research

There are two kinds of significances in this research such as:

- a. Theoretical significances:

- 1) Researcher could develop a skill that has a student in English education study program IAIN Purwokerto.
- 2) Sharing the knowledge that the researcher has gained during attending lectures at Iain Purwokerto.

- b. Practical Significances

Practical significances of this research are:

- 1) For students, the results of this research are expected to increase students' enthusiasm in the reading report text.
- 2) For teachers, this research is expected to provide teacher knowledge about students' reading interest.
- 3) for schools, the results of this research is expected to be problem-solving for students whose reading interest is still low.

- 4) for a researcher, the researcher can share the author's knowledge of students' motivation of reading report text in the *Reading Explorer* book as a learning source at SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

E. Literature Reviews

Literature reviews can be used as a theoretical foundation and reference for authors in research. Therefore the researcher uses several references and theses related to the author's thesis, including :

The first, a thesis entitled “*The Students’ Motivation in Reading and Reading Interest of the fifth Semester students of IAIN Palangkaraya*”, written by Chitra Muliati in 2017. This research was aimed at investigating the factors that motivate the fifth-semester students in reading and knowing what types of reading materials interest the students. The result of the study showed that the fifth-semester students of IAIN Palangkaraya have only acquired an average level of reading motivation. This can be rooted from a low level of competency regarding their prior knowledge and experience in reading. The students' tendency to ditch reading difficult materials and the high level of work avoidance, recognition, and compliance, shows that students are mainly motivated by extrinsic motivation. The difference is the research focuses on reading text. This research focuses in reading and reading interest while the researcher focus in reading report text in national geographic book as a learning source at SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

The second, a thesis entitled “*The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of MAN 2 Palembang*”, written by Seli Marsela in 2017. This research the purpose to find out: (1) whether or not there is a significant correlation between reading motivation and reading comprehension achievement of the eleventh grade students of MAN 2 Palembang, (2) whether or not reading motivation significantly influence reading comprehension achievement of the eleventh grade students of MAN 2. The difference are this research focus to know influence significantly about reading comprehension achievement of eleventh grade student, not only that but also this

research the researcher used quantitative method to find out the result of the research conducted. While the researcher focus in students motivating factors toward reading report text and the researcher used qualitatively.

The third, a research journal entitled "*Improving Active Learning Through Students' Powerpoint Presentations on Report Text Speaking Skill*", written by Ahmila Novita in 2016. This study was carried out to improve active learning through students' power point presentation on report text speaking skill in the third grade students of class 9A of SMP N 1 Bandung. The result of the study showed that there was improvement of active learning in the teaching and learning process of class 9A, 100% was active in group work, 100% was active in consulting their difficulties with the teacher, 79,2% was active in finding resources of report text material, 87,5% was active in asking questions and 90% was active in answering question. In this journal the researcher focused in report text speaking skills while the written focused in reading report text.

The four, a research journal entitled "factors that influence students' Motivation to read Across Grade Levels" written by Kathrine Torres 2010. The purpose of this short-term study was to determine 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. Data was collected through teacher and student interviews, observations, and student questionnaires that assessed students' reading motivation. The findings show that these students not only read for different reasons, but also display different levels of motivation and behaviors during reading activities. The differences are this research focused on three students in grades first, third, and eight. While the research focused to 7th grade and motivation factors more specific to reading report text.

So, the uniqueness or difference from the previous research was the researcher that the writer did use the object of the motivating factors of reading report text and the subject was the 7th grade students in SMP Nasional 3 Bahasa Putera Harapan.

F. STRUCTURES OF RESEARCH

In this research, the researcher makes structures of the research. It will be described in this research are as follow:

Chapter I are an introduction which consists of the background of the problem, operational definition, research questions, objective and significances of the research, literature review, research method and structure of the research.

Chapter II contain about motivating factors of reading report text in Reading Explorer book as learning source for the 7th grade students SMP Nasional 3 Bahasa Putera Harapan Purwokerto which is of three sub-chapters: the first is definition of motivation, theories of motivation, function of motivation, sources of motivation, motivating factors, reading report text and motivating factors in reading.

Chapter III contains about the research methodology, types of research, research location, data sources, data collection techniques, and the last is data analysis technique.

Chapter IV discusses about the result of the research about general description of SMP Nasional 3 Bahasa Putera Harapan Purwokerto as follows: location of the putera harapan junior high school, the story of a school, vission and mission, organization structure. Motivating factors of reading report text in *the Reading Explorer* book as learning source for the 7th grade students SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

Chapter V conclusion and suggestions

Thus the systematic description of this thesis hopefully, it can facilitate the reader in understanding the content and the author's work on the motivating factors of reading report text in national geographic book as learning source for the 7th grade students SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

CHAPTER II

THEORETICAL FRAMEWORK

1. MOTIVATION

A. Definition Of Motivation

As we know motivation has an important role as one of the factors that influence in learning process. That before, we should know about the term first motivation used. Motivation in the large dictionary of Indonesian meaning of the word motivation is a drive that arises in a person consciously or not to do something with a specific purpose. Meanwhile, according to Mc.Donald, motivation is a change in energy in a person that is characterized by the emergence of "feeling" and preceded by a response to the purpose toward of aim.

According to Sadirman (1994:73), "motif" is meaning as an effort to encourage someone to do something. The begin from motif, so motivation is a mover that become active. According Gordo et.all (1994) in Alderman (2004:19), motivation is an important factor in the development of children's resiliency, which is the ability to bounce back successfully despite growing up in adverse circumstances.

In general, the driving force in any situation that leads to action. In the field of language learning a distinction in sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingnes to expend effort in order to learn the second language. Orientation include an integrative orientation, characterized by a willingness to be like valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination.

B. Theories Of Motivation

In one of these camps is a traditional view of motivation that accounts for human behavior through a behavioristic paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints the explain motivation through deeper, less observable phenomena.

a. Behavioristic

Behavioristic psychologist like skinner or Watson would stress the role of rewards (and perhaps punishments) in motivating behavior. In skinner's operant conditioning model, for example, human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so. This reward serves to reinforce behavior: to cause it to persist.

The behavioristic of motivation focuses on the extrinsic motivation of students. Behavioral learning emphasizes concepts such as reinforcement, conditioning and alternatives to punishment.

b. Cognitive

Cognitive to motivation are based on the assumption that people's perceptions and thoughts about activities and events, or intrinsic sources, influence the way in which they respond. A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the difference lies in the source of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

1. A Drive theory

Those who see human drives as fundamental to human behavior claim that motivation stems from basic innate drives. David (1968) elaborated on six different drives:

- a. Exploration
- b. Manipulation
- c. Activity
- d. Stimulation
- e. Knowledge
- f. Ego enhancement

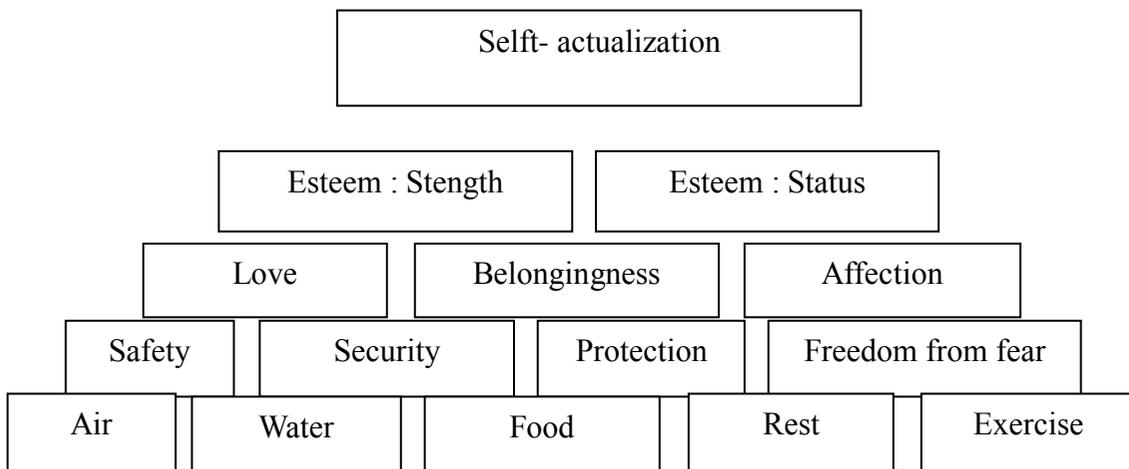
All of these drives act not so much as reinforcers, as in behavioristic theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to questions, and to build our own self-

esteem. It takes little imagination to see how motivation in the classroom is the fulfillment of these underlying drives.

2. Hierarchy of needs theory

One of the most widely cited theories of motivation come from Abraham Maslow (1970) who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel to higher and higher attainment. Maslow's hierarchy is best viewed metaphorically as a pyramid of needs, progressing from the satisfaction of purely physical needs up through safety and communal needs, to needs of esteem, and finally to self-actualization, "a state of reaching your fullest potential.

Figur 1 Maslow's hierarchy of needs (Maslow 1970)



The lower-level needs (psychological, safety and social) are at first predominant: people's behaviour is directed towards satisfying these needs. Once the lower-level needs are met, people direct their behaviour toward satisfying their need for self-esteem and self-actualisation (the ultimate motivator). Physiological needs i.e. a person's for food, drink, shelter, sex and other physical requirements. Safety needs i.e person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met. Social needs i.e person's needs for affection, belongingness, acceptance, and friendship. Esteem needs i.e a person's needs for internal esteem factors, such as self-respect, autonomy, and external esteem factors, such as status, recognition, and attention.

Maslow's theory tells us that what might be inappropriately viewed as rather ordinary classroom routines may in fact be important precursors to motivation for higher attainment. For an activity in the classroom to be considered motivating, then, it need not be outstandingly striking, innovative, or inspirational. Even familiar classroom procedures (taking roll, checking homework, small-talk at the beginning of class, etc.), if they fulfill lower-order needs, can pave the way to meeting higher order needs.

3. The reinforcement theory

According to Skinner (1956) in Arends (2007: 139), this approach to motivation emphasized the centrality of external events in directing behavior and in the importance of reinforcers.

Instead, the theory relies heavily on a concept called the law of effect that states behavior having pleasant or positive consequences are more likely to be repeated and behavior having unpleasant or negative consequences are less likely to be repeated.

Reinforcement theory is a powerful concept for the classroom. Learners, like the proverbial horse running after the carrot, pursue goals to receive externally administered rewards: praise, gold stars, grades, certificates, diplomas, scholarship, careers, financial independence, and ultimately, happiness.

4. Self Control Theory

Certain cognitive psychologists (for instance, Hunt 1971) focus on the importance of people deciding for themselves what to think or feel or do. Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts.

In the classroom, when learners have opportunities to make their own choices about what to pursue and what not to pursue, as in a cooperative learning context, they are fulfilling this need for autonomy. When learners get things shoved down their throats, motivation can wane, according to this branch of theory, because those learners have to yield to others' wishes and commands.

C. Function Of Motivation

According to Sadirman (1994: 85), the function of motivation as stimulation process and achievement.

Function of motivation as follows:

1. Humans motivation to do something or as a mobilize. Motivation in this case is the driving force of every activity that will be done.
2. Determine the direction of action, namely toward the goal to be achieved. Therefore motivation provides direction and activities that must be done in accordance with the objectives.
3. Selecting actions, which determine the actions that must be done to achieve the goal.

D. Sources Motivation

According to Hermer (1999: 51-52), motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with the learning process.

a. The society we live in

Outside any classroom there are attitudes to language learning and the English language in particular. All these views of language learning will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that motivation continues. Even where adult students have made their own decision to come to class to study English, they will bring with them attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.

b. Significant others

Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of a student's peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer.

c. The Teacher

Clearly a major factor in the continuance of a student's motivation is the teacher. Here it is worth pointing out that his or her attitude to the language and the task of learning will be vital. An obvious enthusiasm for English and English learning, in this case, would seem to be prerequisites for a positive classroom atmosphere.

d. The method

It is vital that both teacher and students have some confidence in the way teaching and learning take place.

b. MOTIVATING FACTORS

Motivation stands as the first important factor to lead of learner's interest in learning a language. Any factors which can cause individu to do an activity is called motivating factors.

There are two types of motivationg factors, internal and external. The followings are the explanation of both factors:

i. Internal Motivating Factors

According to Sadirman (1994:89), internal motivation is motivation become active or motivation does not needed to be stimulated from the outside, because in self every people have motivation to do something. As example the people that interest to read, so not need give motivation to interest of reading, because itself be found motivate to search a books. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure.

According to Abraham Maslow (1970) in Brown D (2004:91) claimed that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, we are ultimately motivated to achieve "self-actualization" once the basic physical, safety, and community needs are met. According jeremy Harmer (1999 :51), intrinaic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

ii. External Motivating Factors

Extrinsic motivation comes from outside of the individual. Extrinsic motivation is a construct that affects whenever an activity is done in order to attain some separable outcome. Based on Jeremy Harmer (1999: 52), is caused by any number of outside factors, for example the need to pass an exam, the hope of financial reward, or the possibility of future travel. According to Peter G. Cole, (1994), Extrinsic motivation refer to the need to complete a task or perform an activity for the sake of a reward, privilege or externally derived satisfaction. For example, students who study to achieve good grades or gain praise or attention from their teacher are extrinsically motivated.

According to Sadirman (1994:90), motivation external is motives that active and functions of external stimulate. External motivation is defined as a form of motivation which learning activities begin and continue based on external encouragement that is not absolutely related to learning activities.

According to Richard I. Arends (2007: 139), in contrast, extrinsic motivation kicks in when individuals are influenced to action from external or environmental factors, such as rewards, punishments, or social pressures. Woolfolk (2009: 19) extrinsic motivation is to do something to get grade, avoid punishment, make teacher happy or other reasons. Motivation we are not interested because of its activities, we only care about what we get. “safe sumey” does something to get value but the interest in the subject itself is very small. Extrinsic motivation thus contrast with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

c. **READING REPORT TEXT**

1. Reading

Definition reading by many experts. According Michael Maxom (2009: 139), reading is one of the key skill in language learning. It reinforces the skills students a acquire in speaking, listening and writing. On the other hand, it really isn't enough just to put a book or short text in front of students and ask them to read, whether silently or out loud.

Reading is one of the language skill, which is reading important to be learned and mastered by every individual.

According to Brown (2004: 185), even as we are bombarded with an unending supply of visual and auditory media, the written word continues in its function to convey information, to amuse and entertain us, to codify our social, economic, and legal conversation, and to fulfill a host of other function. In literate societies, most "normal" children learn to read by the age of five or six, and some even. With the exception of a small number of people with learning disabilities, reading is a skill taken for granted.

According to Grellet (1981: 4), the main ways of reading are as follows:

Skimming

According to Brown (2004: 213), skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficult, and or its usefulness to the reader. Of course skimming can apply to texts of less than one page, so it would be wise not to confine this type of tasks just too extensive texts.

Scanning

Scanning is reading quickly through a text to find a particular piece of information. According to Brown (2001: 45), scanning is quickly searching for some particular piece or pieces of information in a text. there are some activities in scanning, such as find new words for old, locate grammar feature, find a specified advertisement, compare details, check dates, shopping lists, make words sets, and newspaper headlines.

Extensive

Extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principle goal being obtaining pleasure from the text. There are some activities in extensive reading, they keep records and wall charts, make summaries, and indicate the difficulty.

Intensive

Intensive reading is reading shorter text to extract specific information. In intensive reading is found some activities, they are match nouns and verbs, split sentence, combine sentence, make summaries, recorder paragraph, fill the gaps, complete tables and graphs, take side read and choose, select a summary, compare version, identify facts, focus on form and style.

Reading is not only about sentences or paragraph but mostly about text. According to Siahaan Sanggam (2008), a text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text is any meaning spoken text. it can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. It can be a song or poetry or a drama or a alecture, etc. A written text is any meaningful written text. It can be notice or a direction or an advertisement or paragraph or an essay or an article or a book etc. A text of a language is unique. Some languages may have some similarities in a text. Not only in language but in english text is also unique, it is the way native speakers in organizing a piece of both spoken and written information. This way is the culture of the native english speaker to communicate in both the spoken or written language. This means that learning the english text is learning to communicate in the culture of the english people.

2. Kinds of text

According to Knap and Watkins (2005: 29), a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. Texts can be classified and organized in a multitude of ways: everyday, formal, entertaining and information. Traditionally, different types of texts have been identified according to established conventions: Shakespeare and Dickens are “literary” a scientific procedure and a computer manual are “factual”, and *The Simpsons* and the *7.30 Report* are “media” text. In the first instance it is literary in that it uses language in a way that moves or evokes in readers reflective and emotional responses. It is also factual: it is recount of her life and puts forward powerful arguments for a change in social perceptions and understanding.

In the light of these problems and contradictions, however, teachers require ways of thinking about the characteristics of texts more than before. The following classifications are therefore useful as one way of thinking, and by no means absolute.

a. Literary Texts

For the purposes of teaching English, literary text might include the broad range of text that reflect and interpret individual and social life, whether real or imaginary. Literary text can deal with everyday experience in a way that lifts readers beyond the everyday. Literary texts use language in away that moves it beyond the concrete representation and functional modes of language. Literary text often used language to create images in readers' minds the language enables readers to engage with the text and incorporate their own meanings and understanding with those of the writer. Literary texts make greater use of figural language (metaphor, rhythm, repetition) and poetics (language for the sake of language) than do everyday texts. Literary text include novels, epics, poem, dramas and sages.

b. Factual texts

Factual texts, from the point of view of schooling, include those texts that have the primary aim of communicating knowledge as it has been educationally defined, classified and constructed. Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. In the everyday sense they include all of the text we use from day to day to 'get things done'. Many factual text such as technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual text, such as essays, reviews and arguments, are more rhetorical and take time to position and persuade readers.

c. Media texts

This classification of text is problematical for a range of reasons, not least of which is that the modalities are changing and developing literally before our eyes. For example, much is made of the impact on spelling and syntax of SMS and emails. Such discussions are outside the scope of this book, however, as discussed earlier in this chapter, one of the dynamic variables of any concept of text is the potential for users to make it their own. In light of this, it is important that the forms and

modalities of media texts impact on the literacy experiences of all students. From this perspective we need to recognise that media texts are any texts (whether literary or factual) that are used in channels of mass communication such as print, broadcasting, cable, film and video.

Depending on the media, these texts can use different modes of communication: writing, speech, pictures or sound all of these. The shape of media texts is determined to some extent by the technology employed by the particular media. An understanding of such texts would necessarily an understanding of the technologies and modes of production of the respective media.

In the learning area of english, students are expected to gain a competent understanding of how English works in all of the above categories of texts. For example, the type of language deployed to write a poem will be vastly different from that required for a set of instructions. English, in its more functional modes, will be able to be effectively taught in the context of the other learning areas. In its more figural or literary modes, however, it will have to be taught as English. In order to give students technical understanding of how text work, teachers will need to use a technical language for the task. Without such a language about language, the acquisition of this knowledge would be quite difficult in many cases and almost impossible in others.

3. Report text

Report text is a text which presents information about something, as it is and as a result of systematic observation and analysis. There is some social function of report text stated by some experts. According to Oberholzer (2005: 1) stated that understanding the reading text is more important than knowing the mechanical skill of reading. Without comprehension, reading would be nothing. Westwood (2001: 31), argues that readers must use information they already have to filter, interpret, organize and reflect upon the incoming information they get from the text.

While reading Report text is a text which presents information about something, as it is and as a result of systematic observation and analysis. There is some social function of report text stated by some experts. According to Hardy and Klarweim, (1990), report was to inform, Derewianka (1990), said that report text was to

document, organize and store factual information on a topic, classify and describe the phenomena of our world about a whole class of things not about one specific thing about living things like plants and animals, and non-living things like phones, bikes, oceans.

4. The importance of Reading

Reading skill is very important aspect to the students, especially in English. From reading the students get beneficial information that is not given by teacher in the classroom. Harmer (1998:684) states that, reading is useful for language acquisition, because it is needed for career, for study purposes, or simply for pleasure. By reading they will acquaint the new vocabulary they never know before as well as the information.

d. STRATEGIES IN TEACHING READING

According to Brown (2000: 306-311), some strategies are related to bottom-up procedures, and others enhance the top-down process. Following are ten such strategies, each of which can be practically applied to your classroom techniques.

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching in reading technique, make sure students know their purpose in reading something.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written english. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling convention. They may need hints and explanations about certain English orthographic rules and peculiarities. While you can often assume that one-to-one grapheme-phoneme correspondences will be acquired with ease, other relationship might prove difficult.

3. Use efficient silent

If you are teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Aside from these fundamental guidelines, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners. Academic reading, for example, is something most learners manage to accomplish by allocating whatever time they personally need in order to complete the material. If your students can read 250 to 300 word per minutes, further concern over speed may not be necessary.

4. Skim the text for main ideas

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text such as an essay, article, or chapter for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

5. Scan the text for specific information

The second in the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

6. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7. Guess when you aren't certain

This is an extremely broad category. Learners can use guessing to their advantage to

Guess the meaning of a word

Guess a grammatical relationship

Guess a discourse relationship

Infer implied meaning

Guess about a cultural reference

Guess content messages

8. Analyze Vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

Look for prefixes that may give clues

Look for suffixes that may indicate what part of speech it is.

Look for roots that are familiar

Look for grammatical contexts that may signal information

Look at the semantic context (topic) for clues

9. Distinguish between

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

10. Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

e. TEACHING READING

According to Brown (2001: 315), a good rubric to keep in mind for teaching reading is the following three-part framework:

Before you read

Spend some time introducing a topic, encouraging skimming, scanning, predicting, and activating schemata. Students can bring the best of their knowledge and skills to a text when they have been given a chance to "ease into" the passage.

While you read

Not all reading is simply extensive or global reading. There may be certain facts or rhetorical devices that students should take note of while they read. Give students a sense of purpose for reading rather than just reading because you ordered it.

After you read

Comprehension questions are just one form of activity appropriate for post-reading. Also consider vocabulary study, identifying the author's purpose, discussing the authors' line of reasoning, examining grammatical structures, or steering students toward a follow-up writing exercise.

f. MOTIVATING FACTORS IN READING

According to Karlin and Romanko 2017 in Kirchhoff, motivating learners to read graded readers at the beginning of the term has not been difficult. Showing students a large amount of graded readers alone stimulates most students to want to pick one up. The thin size, colorful and pictures inside them are attractive. I have found that for many learners the novelty of choosing the book they will read brings a positive reaction. Attractive readers and autonomy generate students' motivation to begin reading. Takase (2001) in Kirchhoff, studying high school students reading outside the classroom, found that the greatest predictor of motivation to read English was enjoyment of reading, and satisfaction after facing the challenge to read an English book. She labeled this factor as positive intrinsic factors. The next predictor of motivation to read English was a desire to do well on exams (exam-related extrinsic factor).

Concerning L2 reading, Day and Bamford (1998) in Takase (2007:2) have attempted to explain motivation to read in an L2 through their expectancy value model. According to Day and Bamford, L2 reading motivation has two equal components: expectation and value. The expectancy value model is made up of four major variables that are hypothesized to influence the decision to read in an L2: Material, reading ability in the L2, attitudes toward reading in the L2, and socio-cultural environment. Include the influences of family and friends. Material and reading ability are related to the expectation component of successful L2 reading, and attitudes and socio-cultural environment are related to value component. Regarding

the weight of the components, Day and Bramford stated that motivation to read in an L2 is strongly influenced by extensive reading materials and attitudes and less by reading ability and the socio cultural environment.

Takase draw a table of students motivating and demotivating factors in reading as follows:

Table 1 Motivating and Demotivating Factors of Reading

Factors	Motivating Factors	Demotivating factors
Materials	Easy to read Good length Different from textbooks Interesting stories	Difficult to read Too long Too easy English Shallow content No interesting genre
Attitudes toward extensive reading	Free choice of material Free choice of time No translation No dictionary Sense of accomplishment Self-confidence	Uncomfortable reading speed uneasy feeling because of no translation Guilty feeling for not using a dictionary
After-reading tasks (summary writing)	Good way to review Practice of writing English	Annoying Time consuming
Socio-cultural environment	Parents' positive involvement or encouragement	Busy school life (tests, clubs, after school classes) Busy with other subjects
L1 reading influence	No ne Fond of reading	L1 bookworms' devotion to L1 reading

The table shows both internal and external motivating factors, then the researcher identified that the internal motivating factors are:

Materials

According to Takase (2007: 4), the material used for the extensive reading program were mainly graded readers from Cambridge, Heinemann, Longman, Oxford, and Penguin, with the levels ranging from 300 to 1,800 headwords.

Interest

According to Shalahudin (1990:95), stated that interest is a concern that contains elements of feeling. Furthermore, according to Debortoli (2010: 28 the intensity, quality, and persistence in specific learning situation but can also affect engagement

in learning situations in general and enhances motivation.), argued that having an interest in and enjoying a subject affects not only

Attitudes toward extensive reading

According to Alexander and Filler (1976) in Yamashita (2013: 249), reading attitude has been defined as “a system of feeling related to reading which causes the learner to approach or avoid a reading situation and as “a state of mind, accompanied by feelings and emotions, that makes reading more or less probable” (Smith, 1990).

g. NATIONAL GEOGRAPHIC BOOK AS LEARNING SOURCE

Reading Explorer book

Learning is an effort that is done by designed, systematic, and used certain methods to change the behavior of relatively settled through interaction with learning resources. The reading explorer book is a learning source that used in SMP Nasional 3 Bahasa Putera Harapan Purwokerto. That book is a level one language explorer reading American English level beginning by the writer Nancy Douglas: David Bohlkke Published in 2015.

The purposed of Reading Explorer book is to bring the world to the classroom, and the classroom to life. We think the world is incredible, and that learning should inspire and amaze. We want students of english and their teachers to experience the excitement and joy of learning through our materials. With our english language programs, students learn about their world by experiencing it.

Learning Source

According to Edgar, D (1969) in Sitepu (2014: 18), learning resource is one component in learning activities that permit individuals to get knowledge, abilities, attitudes, beliefs, emotions and feelings. Learning resources can be recommendation as something that can be used to support and facilitate the learning process. This understanding is in line with the meaning of learning source in the Dictionary of instructional Technology (1986) which mentions learning source are "any sources (people, instructional material, instructional hardwares, etc).According to the Association for Education Communication and Technology, AECT (1977), learning source are various or all sources in the form of data, people and certain forms that

can be used by students to learn, separate or combined to facilitate students in achieving learning goals.

In good learning source criteria must be met, as for the criteria for learning source according to Nur. M. Faizah (2012), general criteria are important things in choosing learning source, such as:

Economical, in the sense of cheap but not fixed in the price that is always cheap but to use it can be used for a long period of time.

Practical and simple, that is, it doesn't require difficult services

Easy to get, in the sense that learning resources are close and available everywhere.

Flexible, meaning that it can be used for various instructional purposes and is not influenced by external factors.

The components are in accordance with the learning objectives.

According to Sitepu (2014), the criteria based on the goal are:

Learning resources to motivate, meaning that there are learning resources aimed at arousing interest, encouraging participation, and clarifying problems and so on.

Learning resources for teaching, meaning to support teaching and learning activities

Learning resources for research are forms that can be observed, analyzed, recorded and so on.

Learning resources to solve problems

Learning resources as a presentation, where learning resources are more focused as a tool, method, or message storage strategy.

Hutari Puji Astuti in Nana and Ahmad (2011), stated that the classification of learning resources are:

Learning resources are printed: books, magazines, brochures, floor plans, pamphlets, dictionaries, posters and others

Non-print learning resources: films, videos, models, audio, reality, objec and others.

Learning resources in the form of facilities: libraries, study rooms, studios and others.

Learning resources in the form of activities: interviews, group work, observation, simulation, games and others.

Learning resources in the form of environment in the community: parks, terminals, shops, museums and others.

CHAPTER III

RESEARCH METHOD

1. TYPES OF RESEARCH

This types of research is field research. According to Sari Wahyuni (2012: 9), field research can also be considered either a broad approach to qualitative research or a method of gathering qualitative data. The essential idea is that the researcher goes “into the field” to observe the phenomenon in its natural state. As such, it is probably most related to the method of participant observation. The field research typically takes extensive field notes which are subsequently coded and analyzed in a variety of ways. Field research is one type of research based on the place where the authors conduct research in the field to obtain data and information directly by visiting the location taken by reseachers, namely the SMP Nasional 3 Bahasa Putera Harapan Purwokerto. According to Sugiyono (2005) stated that descriptive qualitative is method used to describe or analyze a result of the research and make general conclusions. This research started from data collection, describing the data, data analysis, and then data conclusion which refers to the analysis of the data.

2. RESEARCH SETTING

1. Place

The research was conducted in SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

2. Time

The research started on May, 2019 until finished on September 2019. Place of the research appropriated with subject research.

3. DATA SOURCES

a. Object of the research

Research object is the problems that become research focus. The object in this research was motivating factors of reading report text in *Reading Explorer* book as learning source for the 7th grade students SMP Nasional 3 bahasa putera harapan purwokerto.

b. Subject of the research

This research subject was students for the 7th grade students of SMP Nasional 3 Bahasa Putera Harapan Purwokerto. The data in this research are sourced from 41 students' motivation in reading report text in *Reading Explorer* book, 26 students was motivated and 15 students did not motivate in reading.

4. TECHNIQUES OF COLLECTING DATA

According to Sugiyono (2017: 224), technique of collecting data is the most strategic step in research because the aim is to get the data. In this technique, the researcher collected a number of different information, namely researcher conducted observation, documentation, and interview. The explanation is as follows.

A. Observation

According to Creswell (2009: 174), observation are those in which the researcher takes field notes on the behavior and activities of individuals at the research site.

This observation was used by researcher to obtain data about motivating factors of reading report text in Reading Explorer book as learning source for the 7th grade students SMP Nasional 3 Bahasa Putera Harapan Purwokerto on 20th September 2019, observation had done to students and Mrs. Lia as English teacher. In this method the researcher observed the activities of learning process to obtain the data or information related about motivating factors of reading report text in Reading Explorer book.

B. Interview

According Esterberg in Sugiyono (2015:317), interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. Creswell (2009: 181), in qualitative interviews, the researcher conducts face to face interview with participants, interview participants by telephone, or engages in focus group interview. These interviews involve unstructured and generally open ended questions that are few in number and intended to elicit views and opinions from the participants.

The types of interview are written interview and semi structured interview

a. Written interview

Written interview is interview conducted appropriate to interview guidelines, this interview is questions that has been written in the form of questions, after this the informant written the answers in accordance with what the researcher asked. The informant can answers anything while not out of the context of the conversation.

Written interview is used the researcher to obtain the data about factors students motivation of reading. Written interviews were done by giving 9 open-ended questions to 26 students of the 7th grade students.

b. Semi structured interview

According to Suwartono (2014: 50), by using semi structured interview, the researcher still can drive the conversation and this is the most efficient way and having great quality.

This semi structured interview was used to supporting the data trough written interviews, semi structured interview was done the students of 7th grade and English teacher in SMP Nasional 3 Bahasa Putera Harapan Purwokerto. To obtain the data researcher used written interview and semi structured interview. Written interview is given to all students at 7th grade. Meanwhile, semi structured interview is given to some students all of students that motivated, among them jefri, Sabrina, Lala, Selin, Ellen, Luwis as students at 7th grade and Mrs. Lia as English teacher.

C. Documentation

According to Sugiyono (2015:329), the documentation is a method of data collection the research that the researcher will use by way of collecting record of events that have already passed, either in the form of text, images, or the monumental works from someone.

Documentation is used researcher to obtained data about that related things with research such as the photos of activities in the learning process, history SMP Nasional 3 Bahasa Putera Harapan Purwokerto, data name of teachers and students, structure organization teachers, RPP, and documents that related by motivating factors of reading report text in Reading Explorer book as learning source for the 7th

grade students SMP National 3 Bahasa Putera Harapan Purwokerto, the purpose of documents is to complete the thesis.

5. TECHNIQUES DATA ANALYSIS

After the collecting data from the results of this research had been done, it described the situation or phenomenon in the research. In this research obtained qualitative data and this data is then analyzed. According Hiles and Huberman (1984) in Sugiyono (2016:337), data analysis in qualitative research, has done when the collecting data occur and the finish data collecting in certain period.

The data in this research were analyzed by the following steps:

a) Collecting data

According to Sugiyono (2016:308), technique data collecting is step that strategic in research because the main purpose of research is get the data. Collecting data was done when the subject approach by research subject, respondent, make observation, make field note, even when researcher interacted with the subject and informant's social environment, that all was the process of collecting data and the result is the data to be analyzed.

This technique was used by the researcher to receive and collect the data from the research, those are observation, interview, and documentation to easy the researcher compiled the thesis. After collecting data were enough to process and analysis, next step was to do the data reduction.

b) Data Reduction

According to Hardiyansyah (2014:165), data reduction is combination process and equality of the form the data get into one script that to analyzed. Data reduction in this study was carried out examined as the stages of observation, interview, and documentation.

The researcher chose the main things, focus the things that are important and the discard unneeded. In qualitative research called as data management (editing, coding until tabulation data). Therefore, the data has been reduced would give describe

clearly and made it easy to the researcher to conduct next data collecting, combined three techniques or could be called data triangulation. According to Meleong (2014: 247), in data reduction was done by abstraction, which made the core summary, processes, and questions that needed to be maintained in. This step the researcher has chosen related the data of the research.

c) Presentation of Data

Presentation of data can be done in the form of short writing, chart, relations between categories, flowchart. According Miles and Huberman (1984) in Sugiyono (2016:341), in this case stated the most frequent from presentation of data for qualitative research data in the past has been narrative text. Presentation of data will make it easier to understand what is happen, plan the next step based on what has been understood.

In presentation of data, the researcher prefer to describe with narrative text an event that has been examined in the field or information about motivating factors of reading report text in Reading Explorer book as learning source as 7th grade SMP Nasional 3 Bahasa Putera Harapan Purwokerto.

d) Drawing Conclusions

The researcher used drawing conclusions to validate the conclusion from all the research data in form of a brief description of the students motivating factors of reading. According Miles and Huberman in Sugiyono (2015:345), the last steps in analysis data qualitative is drawing conclusion and verification.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter discussed the profile of SMP Nasional 3 Bahasa Putera Harapan Purwokerto and motivating factors in reading report text. This are the discussion and analysis based on the data obtained during the research

a. PROFILE OF SMP NASIONAL 3 BAHASA PUTERA HARAPAN

1. Historical Overview

The Putera Harapan School (Sekolah PU Hua) is a national school with 3-language-instruction that was first established in Purwokerto. The name of Pu Hua school was once popular as an education school for bamboo curtain nationals from Indonesia still in the eyes of the Dutch royal government. Pu Hua school was established in 1906, during the New Order era, President Soeharto issued Presidential Instruction No. 14 of 1967 on Chinese religion, beliefs and customs, such as the Imlek. So for 33 years Pu Hua school stopped, but when Abdur Rahman Wahid became president, the law presidential No. 14 of 1967 were revoked by issuing Indonesian Presidential Decree No. 6 of 2000 regarding the revocation of Presidential Decree No. 14 of 1967.

In 2015, Pu Hua graduated students and owned a junior and senior high school building was located in the west of Purwokerto mini stadium. The education quality of Pu Hua is recognize as an International school generation was proved by graduating the first students in great number. Despite founded by Chinese descendants of the Konghucu religion, in pu hua school has implemented education in Islamic, Hindu, Buddhist, Christian, Catholic and Confucian teachings. The learning system in Pu Hua adapted to the curriculum of the Ministry of National Education whereas the subject provided by the Pu Hua foundation.

The vision of SMP Nasional 3 Bahasa Putera Harapan is:

"To be a place of education that is superior in quality, competitive, virtuous, faithful and devoted, and consistently with an international perspective".

While the mission of SMP Nasional 3 Bahasa Putera Harapan is:

1. Organizing education in 3 languages, namely Indonesian, Mandarin and English.
2. Creating a conducive learning atmosphere so that students are able to grow creatively and independently.
3. Making Mandarin and English as a second language.

2. Teacher of SMP Nasional 3 Bahasa Putera Harapan Purwokerto

The data of teaching staff of SMP Nasional 3 Bahasa Putera Harapan Purwokerto are as follows:

Table 2 the List of Teachers and Academic Subject of SMP Nasional 3 Bahasa Putera Harapan Purwokerto

No	Nama	Jenis Guru	Tugas Mengajar	Keterangan
1	F. David Ludiranto, S.S.,M.Hum	KS	-	Kepala Sekolah
2	Anastasia Sulistiorini, S.Pd	Guru MP	B.Indonesia	Kabid Sarpras
3	Evi Yuni Kurniawati, A.Md	Guru MP	Mandarin	
4	Chen Tao, B.,A.,M.,M.	Guru MP	Mandarin	
5	Nunung Supriadi, B.,Ed.,M.Hum	Guru MP	Mandarin	
6	Wayvoll Amar Pamungkas, B.,Ed	Guru MP	Mandarin	
7	Hendra, S.Pd	Guru MP	Bahasa Inggris	Wali Kelas 9 A
8	Lia Muliani, S.H. S.Pd	Guru MP	B.Ingggris dan PKN	Wali Kelas 7 B
9	Nining Rahayu, S.Pd	Guru MP	B.Ingggris	
10	Sukesi, S.Pd	Guru MP	B.Jawa	Wali Kelas 9B
11	Anna Eka Marastari, S.Pd	Guru MP	IPS	Wali Kelas 8B
12	Indhira Ayu Pratiwi, S. Mat	Guru MP	Matematika	Wali Kelas 8A

No	Nama	Jenis Guru	Tugas Mengajar	Keterangan
13	Budi Lindrawati, S.Pd	Guru MP	Matematika dan IPA	Lab, PMR-UKS
14	Widi Pangesti, S.Si	Guru MP	IPA	Kabid Kurikulum
15	Teguh Sugeng Apriawan, S.Pd	Guru MP	Pramuka dan Olah Raga	Kabid Humas Wali kelas 7A FB in IG SMP
16	Juniarti,S.Kom	Guru MP	TIK	
17	Eva Kurnia, S.Sn	Guru MP	Seni Tari/ SB	
18	Satmoko Purbo Lukito, S.Pd, M.Pd	Guru MP	Seni Musik/SB	
19	M. Aupa Ahdi, S.Pd	Guru MP	PA Islam	
20	Drs. Jamedi Fransiskus Borgias	Guru MP	PA Katolik	
21	Intan Oktavany, S.T	Guru MP	PA Konghucu	
22	Teddy Tjahyadi, S.E	Guru MP	PA Budha	
23	Wiwit Didik Setiyaji, S.Th	Guru MP	PA Kristen	Kabid Kesiswaan
24	Jaka Haryanta, S.Ag	Guru MP	PA Hindu	
25	Retno Indriyani, S.Psi	Guru MP	BK	Pramuka,PA V SMP

Table 3 School Facilities and Infrastructure of SMP Nasional 3 Bahasa Putera Harapan Purwokerto

No	Facilities and Infrastructure	Total
1	Master bathroom	1
2	Administration room	1
3	Wakasek room	1
4	BK room	1
5	Teacher room	1
6	Multipurpose room	1
7	Osis room	1
8	Library	1
9	Teaching room	6
10	Bathroom	3
11	Canteen	1
12	Language laboratory room	2
13	UKS room	1

Supporting Teaching Feedback		
14	White board	6
15	LCD Projector	6
16	basketball Field	1

b. DATA DESCRIPTION

This research used the data of the written interview's results, from the 41 students at 7th grade, there are 26 students answered they high motivation, 9 students were quite motivation and 6 students had low motivation. The researcher was giving 9 questions to students about motivating factors of students' reading report text in *Reading Explorer* book as learning source.

The first question "what are you interesting of reading report text lesson?" from that question, some students said that reading explorer book could add knowledge, it was interesting materials, because they could learn about dinosaur, folklore. They considered it had gaven new knowledge to them, but there were 9 students said that reading explorer book was quite interesting. Meanwhile 6 students answered it was not interesting at all. The second question was "do you like to used a Reading Explorer book?", the majority of students answered that the reading explorer was interesting, the book was equipped by colors, the reading explorer book was completed by interesting pictures, and the book had easy language to be understood. Third, "are you motivated when the teacher used the *Reading Explorer* book in learning?", the majority of students answered they were motivated, because it was interesting material and made them more enthusiastic for learning English, and that book was completed by interesting pictures. The fourth question "what is the interest in *Reading Explorer* book?" the majority of students answered that the pictures were good and colorful, the interesting stories and information about world culture. The fifth question "what are the motivating factors of learning reading explorer book?" according the students' answer the reading explorer book had interesting stories, the book was completed information and easy language to be understood. The sixth question "what is your motivation to learn reading report text in *Reading Explorer* book?" the students said that reading explorer book's language was very good and easy to be understood, this was interesting and completed information book, and

increasing the curiosity of students. The seventh question was “what the difference of *Reading Explorer* book and the other learning sources are used the teacher?” the majority of students answered that *Reading explorer* book was more interesting than the others. They also said that it was completed the material, in *Reading explorer* book’s materials was completed by pictures. Eighth question was “what news did you like in the book *Reading explorer*?” the students answered replied news about animals, cities, dinosaur, and legend of the sea. Ninth question was “do the teacher always use the reading explorer book in learning process?” the majority of students said that reading explorer book was always used by teacher in learning process.

From the results of written interview the researcher found 8 students’ motivation factors of reading report text in *Reading Explorer* book, consisting 3 internal factors and 5 external factors, and these were the result of interviewing some students to strengthen the written interview above, as follows.

(Interview with Jefri 1st October 2019)

Bukunya berkualitas, dari segi gambar, gambarnya menarik, berwarna, materinya tidak bertele-tele.

Tema tentang sejarah yang mengulang kembali sejarah-sejarah kuno

Aku cepet memahaminya, karena antara video dan bukunya tidak bertele-tele

Tema tentang hewan-hewan karena menarik

*Engga pernah merasa bosan dengan *Reading Explorer*, karena selalu ada hal baru dan itu membuat menarik.*

*Selain buku *Reading Explorer* yang say abaca saya tertarik membaca buku lain tentang hewan.*

*Buku yang tentang sains atau pengetahuan yang sering saya baca seperti encyclopedia, *Reading Explorer* dan buku-buku lainnya yang tentang sejarah.*

*Buku *Reading Explorer* itu menambah kosakata baru karena setiap kosakata di dalam buku *Reading Explorer* selalu baru.*

(Interview with Lala 1st September 2019)

*Buku *Reading Explorer* itu menarik, materinya itu engga bosenin dan berkaitan dengan vidionya jadi bagus.*

Aku suka tertarik karena aku sendiri suka bahasa inggri

*Kalau buku *Reading Explorer* kan di lengkapi gambar-gambar jadi menarik kalau buku yang lain engga di lengkapi gambar*

*Kalau aku udah ngerasa bosan baca buku *Reading Explorer* aku biasanya ngomong sendiri pake bahasa inggris, karena saya suka bahasa inggris.*

*Setelah mempelajari buku *Reading Explorer* aku jadi lebih tau huruf-huruf yang di pakai, dengan membaca kan kita tau cara nulisnya terus kita juga ngucapin.*

Setelah membaca buku Reading Explorer aku jadi lebih suka membaca, karena di buku Reading Explorer banyak kosakata baru yang belum aku pahami lalu biasanya aku cari tau dibuku yang lain.

(Interview with Luis 1st October 2019)

Saya tertarik membaca buku Reading Explorer book karena bisa mempelajari hal-hal seperti budaya-budayanya dan pekerjaannya.

Saya engga pernah merasa bosan, karena dirumah juga sering nonton channel National Geographic.

Banyak seperti tema yang unusual job

Engga pernah merasa kesulitan memahami buku Reading Explorer sh

Engga gunain kamus dalam pembelajaran, kecuali kalau di suruh cari sinonim atau antonimnya aja

Selain buku Reading Explorer yang aku baca buku komik sh.

(Interview with Sabrina 1st October 2019)

Buku Reading Explorer itu lebih specific, bener-bener menarik dari gambarnya dan juga pembahasan didalamnya kata-katanya juga mudengin, menambah pengetahuan dan wawasan baru kita.

Kata-kata dibuku Reading Explorer mudah dipahami dan engga bosenin juga.

Engga pernah merasa kesusahan belajar buku Reading Explorer, karena bahasanya mudah di pahami.

Kalau aku emang suka membaca, jadi lebih suka membaca bukunya dari pada channelnya.

(Interview with Ellen 1st October 2019)

Iya tertarik, karena kita bisa belajar di buku Reading Explorer yang belum pernah kita dapatkan di buku lainnya.

Topic atau tema yang disukai tentang sejarah, soalnya sejarah itu seru dan menarik untuk dipelajari

(Interview with Sellin 1st October 2019)

Buku Reading Explorer itu enak, seru engga kaya buku bacaan lainnya yang bosenin Tentang sejarah dan gambar-gambarnya yang menarik

Setelah pembelajaran Mrs. Lia selalu membahas soal-soal yang ada di buku Reading Explorer

Bacaan di buku Reading Explorer selalu baru terus

Lebih sering baca buku Reading Explorer sh, karena bukunya lebih menarik jadi engga bosenin.

c. DATA ANALYSIS

Motivating Factors Of Reading Report Text in *Reading Explorer* book

The data of the research showed that there were 8 motivating factors, which could be classified into 3 internal and 5 external factors. The 8 factors were detailed below.

Internal Motivation

Based on the result interview, internal motivating factors of students' reading as follows:

Love of reading

Based on the interview some students said that they were enthusiasm when reading report text because the students quickly understood English text directly without any help, so when they read, they felt enjoyed text. When someone enjoyed reading, they would feel addicted to reading again.

It was proved by the following interview quotation from the students' of the 7th grade,

Jefri stated, *"Saya suka membaca karena dengan membaca bisa mengetahui banyak hal. Selain buku Reading Explorer yang saya baca di sekolah saya juga membaca buku lain seperti buku Ensiklopedia, sains dan buku sejarah lainnya"* (Interview, 17th may 2019)

Lala stated, *"saya tertarik membaca buku, karena dengan membaca buku kita dapat mengetahui hal-hal baru yang belum kita ketahui, dan apabila saya sudah merasa bosan dalam membaca buku maka saya beralih dengan membaca bahasa Inggris, yang saya jadikan selingan saat membaca"*. (Interview, 17th May 2019)

Sabrina stated, *"saya memang suka membaca, yang membuat saya suka membaca itu karena memang lebih enak dalam memahami materi, setelah habis itu bisa mengulang-ngulang baca biar lebih paham, karena semakin banyak baca bisa menambah wawasan kita"*. (Interview, 1st October 2019)

Based on the interview results above, the researcher concluded that students were motivated to read because by reading books they could find out things they didn't know yet. Besides reading made it easy for students to understand the materials and can repeat what has been read to become more understanding. Love of reading is one of the internal motivating factors which influences reading. This factor affects student enthusiasm in reading. The enthusiasm drives students to do reading activities.

This fact was found by theory of Jeremy Harmer, intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

Love of English

Students' love of English influenced their reading motivation, especially reading in English, because student who are interested in English, feel that it is fun to read English. This condition can be seen from the following interview question.

Based on the interview by Lala from 7th grade stated, "*saya suka membaca buku terutama buku bahasa inggris karena saya menyukai bahasa inggris, menurut saya bahasa inggris bahasa yang menarik untuk dipelajari*". (Interview, 7th August 2019)

Based on the interview results above, the researcher concluded that students' motivation in reading one of a love of English, because they love of English so the students were enthusiasm in reading especially reading English. Love is one of the internal factors that could make students enjoy doing something is reading English. This fact was found by theory of Abraham Maslow (1970), these needs were categorized by Maslow into seven levels. One of the categorized is love. It is only when basic physical needs and the need for love and self-esteem are met that individuals strive to meet higher-order needs.

Curiosity

Curios students about knowledge become one of the factors students motivate in reading because curios extended insight students, either history, culture, development era, etc.

It was proved by these following statements from the students' interview whose names are:

Luwis stated, "*saya tertarik dengan hal-hal sejarah, seperti sejarah luar negeri, jadi selain saya suka membaca buku saya juga menonton chanel-chanel yang menambah pengetahuan saya*".(Interview, 5th September 2019)

Lala stated "*menurut saya kita bisa menemukan hal-hal baru dengan membaca, bisa membaca novel fiksi juga kita bisa mengetahui hal yang belum kita ketahui*". (Interview, 1st October 2019)

Based on the interview results above, the researcher concluded one of the internal factors students' motivation in reading is curiosity, by reading students could find out

knowing the unknown. Besides reading, students also search other knowing by watching channels that related by reading them. Therefore, curiosity is the factor students' motivation that influential in them.

The fact was found by the theory of Jeremy Harmer, intrinsic motivation, by contrast, comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

External Motivation

Interesting stories

In Reading Explorer book there are many topics one of history and beauty that exist in the world. Therefore, the students feel motivated to read, because the Reading Explorer book also used video related to the materials that will be discussed in the learning process.

Interesting theories are one of the factors that influence students to read because the stories in Reading Explorer book that have a student attraction. As follow the culture and world history. Factor students' motivation is interesting story. It makes students enthusiastic when reading report text.

It was proved by these following statements from the students' written interview whose names are :

First student her name Adelina stated, "*saya menyukainya karena di dalam buku tersebut banyak yang menarik*". (Interview, 17th May 2019)

Second students his name Geoffleg stated, "*karena materinya menarik*". (Interview, 17th May 2019)

Third students Jevon Samuel stated, "*yang menarik adalah cerita dan materinya*". (Interview 17th May 2019)

Based on the interview results above, the researcher concluded that the external one of motivating factors in reading is learning source or book, students enthusiasm in Reading Explorer book because the interesting materials so the students don't feel bored with the book. Besides the interesting materials in Reading Explorer book there is a different topic as follow history.

This fact was found by the theory from Shalahudin (1990:95), stated that interest is a concern that contains elements of feeling. Furthermore. According to Takase, in the

theory said that one of the factors motivate is interesting stories based on factor materials.

Different from textbooks

Reading Explorer book as learning source in SMP Nasional 3 Bahasa Putera Harapan Purwokerto is learning source was differentiated by learning source the others.

Based on the interview August 7th 2019 with Ellen Stated, Faktor motivasi membaca buku Reading Explorer sebagai sumber belajar, karena di buku Reading Explorer saya dapat belajar sesuatu yang saya belum pernah dapatkan dibuku lain, seperti sejarah, hewan-hewan, dan lain sebagainya. Selain itu kosakata di buku Reading Explorer mudah untuk dipahami dan semua topik dibuku tersebut dilengkapi dengan gambar yang menarik, berbeda dengan buku yang lain.

Based on the interview results above, the researcher concluded that different between *Reading Explorer* book and other books is materials in *Reading Explorer* book is more interesting and equipped by CD that related with materials in the book, vocabulary is easy to understand, the material with pictures so that makes the students enthusiasm in *Reading Explorer* book. *Reading Explorer* book is as learning sources that used in SMP Nasional 3 Bahasa Putera Harapan import from Singapore. This fact was found by the theory from Takase, in the theory said that one of the motivating factors is different textbooks based on factor materials.

Language easy to understand

Learning source was differential characters that make the students' motivation, one of language easy to understand. Language is easy to understand is one of students' motivation factors of reading report text in *Reading Explorer* book as learning source.

It was proved by these following statements from the students' interview :

Selin stated, "*factor motivasi terhadap membaca text laporan dalam buku Reading Explorer, karena buku tersebut mempunyai macam-macam topic bahasan. Selain itu materi yang ada di buku Reading Explorer mudah untuk dipahami. Jadi buku Reading Explorer mudah dipelajari oleh guru.*" (Interview, 7th August 2019)

Justin stated, "*Bahasanya seru dan tidak susah*". (Interview, 17th May 2019)

Based on the result interview above, the researcher concluded that other external factors that influenced students motivating factors especially *Reading Explorer* is

language easy understanding, therefore students have the high motivation of reading in Reading Explorer book. When students reading report text in Reading Explorer book they do not use the dictionary, because for them it adding new vocabulary, besides, vocabulary in Reading Explorer book is easy to understand. This factor made students discuss with other students,

This fact was found by the theory from Takase, factor motivation to read one of the influenced because the text is easy to read. This factor is based on factor materials.

The book was completed by interesting pictures

The book was completed by interesting pictures become one of students' motivation of reading report text in *Reading Explorer* book as learning source.

Based on of result interview on 7th August 2019 with some students at 7th grade, they said that:

Sabrina stated, "*Motivation toward reading in Reading Explorer book as learning source because in this learning sourcebook are more specific and the image that is interesting in them, beside that the book does indeed add insight to students and provide new insight to students*".(Interview, 5th August 2019)

Rachael stated, "*Gambaranya jelas*". (Interview, 17th July 2019)

Andrew stated, "*Suka buku dan gambaranya yang menarik*". (Interview, 17th July 2019)

Jocelyn Tania stated, "*Saya tertarik dengan gambar-gambar buku ini*". (Interview, 17th July 2019)

Meanwhile, according to Luis motivation factors of reading report text in *Reading Explorer* book as follows:

Selain buku Reading Explorer yang menarik, saya juga suka melihat channel Reading Explorer, itu sangat membantu saya saat pembelajaran reading.

Unusual job, topik yang berkaitan dengan foto-foto hutan, kebakaran alam, karena buku Reading Explorer mempunya topik yang menarik untuk dipelajari.

Based on the interview results above, the researcher concluded that the pictures are one of motivating factors in reading, a good picture made the students enthusiasm in

reading, because for the students a book interest is equipped picture is Reading Explorer book. In this book, there are interesting pictures on each topic.

This fact was found by the theory from According to Peter G. Cole, (1994), Extrinsic motivation refers to the need to complete a task or perform an activity for the sake of a reward, privilege or externally derived satisfaction.

After –reading tasks

This information was declared by English teacher of SMP Nasional 3 Bahasa Putera Harapan, Mrs. Lia, as mentioned in following interview quotation:

“External factor of students influenced to the students want to develop themselves because they participated in many English contests as follows storytelling, speak English. Therefore, they very interested to read especially English books. Beside the National Geographic book interested to read, grammar in this book easy to understand. Besides that after the learning process usually, the teacher asks students to write vocabularies contained reading report text that has been discussed in the learning process”. (Interview, 5th August 2019)

Sellin stated “Setelah pembelajaran Mrs. Lia selalu membahas soal-soal yang ada di buku Reading Explorer”

Based on the interview results above, the researcher concluded that one of students’ motivation of reading report text in *National Geographic* book was after-reading tasks, because after learning processed the teacher give the task was related by the materials, to know students understanding about materials in learning process.

This fact was found by the theory According to Peter G. Cole, (1994), Extrinsic motivation refer to the need to complete a task or perform an activity for the sake of a reward, privilege or externally derived satisfaction and according to Takase, in the theory from takase motivating factor to read is good way to review practice of writing English based on factor after-reading tasks (summary writing).

Learning Activity in Class Room

In a lesson at 12:10, after all, students entered the class began with the student together saying greeting "Good Morning Miss Lia, Let's study together. I'm a Puhua student, active, sincere, humble, diligent, yes ". Before the teacher started today's material the teacher did the initial activity by the teacher played a video and the students were asked to pay attention to the video so that they could answer the

questions, if the students had not understood the video then the teacher would play one more time, after that all the answer of each group would be discussed together, if in the discussion there were students who had another answer from his friend's answer, then the student was asked to write the answer on the whiteboard, for students who were active then the teacher gave good value to the student, if in one group there was students who was not active, the teacher would motivate the students by asking him/her to read a question in reading explorer book or gave the answer according to his/her own opinion. After all had finished all the answers of the discussion by students and teacher, after completing the first assignment the teacher continued the material in the *Reading Explorer* book relating to the video that was played at the beginning of the discussion, each student was given the opportunity to read the text in the book, while students read the other students listened to the reader, after all students reading the teacher explained the text again using Indonesian, then the teacher asked students to answer the questions in the book when they had finished the tasks. After that the teacher closed the learning process and the students gave greetings to thank the teacher together, “stand up, *Good bye Miss Lia thank you. I'm a Pu Hua students active, sincere, humbel, dilligent, yes*”.

Distribution of Factors

Based on the result of written interviews and interview. The factors split into internal and external factors that were written in the table:

Table 5 Distribution of Factors

No	Internal Motivating Factors	External Motivating Factors
1	Love of English	Different from textbooks
2	Love of reading	After-reading tasks
3	Curiosity	Interesting stories
		The book was completed by interesting pictures
		Language easy understand

Based on the table above, there are 8 motivating factor, the factors were categorized into internal and external.

a. Internal motivating factors

In this table internal students motivation factors to read are love of English, love of reading and Curiosity. Students love of reading especially reading English makes

students become more enthusiastic in reading. Curiosity makes the students knowing reading important because by reading students can increase their knowledge.

b. External motivating factors

External students' motivation factors to read are different from textbooks, after-reading tasks, interesting stories, the book was completed by interesting pictures, and language easy understanding. This factor influenced by outside because of external factor influential toward students' motivation in reading. This fact found theory from Woolfolk (2009: 19) extrinsic motivation is to do something to get grade, avoid punishment, make the teacher happy or other reasons.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1. CONCLUSIONS

Based on the research finding and the study in the previous chapter, it can be drawn the following conclusion:

- a. 8 factors were consisting of 3 internal and 5 external motivating factors of reading report text in *Reading Explorer* book as a learning source gained from the student-written interviews and direct interview.
- b. Internal students' motivation of reading was influenced by several factors including students enthusiasm in reading, especially reading English, curiosity, and love of English. Therefore they enjoy reading English text.
- c. External students' motivation of reading was influenced by outside those are from books or the environment. External motivating factors of reading report text in *Reading Explorer* book as learning source, for example interesting stories, the book was completed by interesting pictures, after-reading tasks, different from textbooks and easy to understand.

2. SUGGESTIONS

After the researcher conducted the research and find out obtain the representation of the motivating factors of reading report text in *Reading Explorer* book as learning source at 7th grade SMP Nasional 3 Bahasa Putera Harapan Purwokerto, the researcher provided the following suggestions:

1. For students

Students at 7th grade SMP Nasional 3 Bahasa Putera Harapan Purwokerto are more improving student's motivation in reading, especially reading English text, as we know in this era all the technology used international language (English).

2. For teacher

After knowing the students' motivation in reading, the teacher still helps to more improve students' motivation in reading more enthusiastically. The teacher also has

insights into the exercise of the reading class to make the class better for other researchers.

BIBLIOGRAPHY

- Alderman, K, M. 2004. *Motivation for Achievement Possibilities for Teaching and Learning*. New Jersey: Lawrence Erlbaum Associates
- Arends.I.R. 2007. *Learning To Teach*. New York: Mc Graw-Hill
- Broen, 2001, *Teaching by Principles an Interactive Approach to Language Pedagogy*. Longman.
- Brown, D. 2004. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*. New York: Longman
- Brown, H Douglas. 2001. *Teaching by principles*. San Francisco: Addison Wesley Longman, Inc. 4511
- Creswell, W. J. 2009. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. India: SAGE, Inc.
- Creswell, W. J. 2012. *Educational Research: Planning, Conducting and Evaluating, Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Darmojuwono. S. *Pengertian Fungsi Bahasa*. Jakarta: Gramedia Pustaka Utama
- Douglas N and Bohlke D. 2915. *Reading Explorer* . Canada: National Geographic Learning
- Edy, S. 2014. The *Effectiveness of extensive reading on students' reading comprehension achievement as observed from students' motivation*. STAIN Curup Bengkulu. <http://journal.um.ac.id/index.php/iph>. accessed on January 15th at 11:00 p.m
- Heriyadi, Dedi (2010) *Metode Penelitian Pendidikan Bahasa*, Bandung : Pustaka Billah Anggota IKAPI
- Hermer, Jeremy. 1989. *The Practice of English Language Teaching*. New York: Longman
- Maxom, M. 2009. *Teaching English as a Foreign Language for Dummies*,
- Muliati. C. 2017. *The Students' Motivation in Reading and Reading Interest of the fifth semester students of IAIN Palangka raya*. Palangka raya: IAIN Palangkaraya.
- Moleong. J. L. 2014. *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya
- Sardiman, 1994. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada

- Setiyadi.B. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu
- Sugiyono. 2016. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Takase, A. 2007. *Japanese High School Students, Motivation for Extensive L2 reading*. Available on <http://nflrc.hawaii.edu/rfl> (accessed 17 August 2019)
- Wahyuni Sari. 2012. *Qualitative Research Method Theory and Practice*. Jakarta: Salemba Empat.
- Woolfolk.A. 2009. *Educational Psychology Active Learning*. Yogyakarta: Pustaka Belajar
- Suwartono. 2014. *Dasar- dasar Metodologi Penelitian*, Yogyakarta: Penerbit ANDI Yogyakarta.