THE CORRELATION BETWEEN READING MOTIVATION AND EFFECTIVE READING RATE

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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DECEMBER 2018

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

"Because the real hardship comes ease".
(QS. Alam Nasyroh: 5)

"Failure is an opportunity to start again"

(The Writer)

"The greatest glory is not because we never get worse, but because we are always able to rise after falling."
(Oliver Goldsmith)

DEDICATION

This Thesis dedicated to :

1. My beloved parents

2. My thesis supervisor Ista Maharsi, S.S.,M.Hum

3. The whole lecturers at English Language Education Department of Faculty of Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staffs.

4. All my friends at English Language Education Department batch 2014

5. All to those who have support my college study

ACKNOWLEDGEMENT

In the name of Allah SWT the most gracious and most merciful for all His help to the writer to finishes this thesis. Sholawat and greetings to the Prophet Muhammad SAW who gave his guidance to mankind throughout the earth. First of all, I would like to express the deepest gratitude to my advisor, Ista Maharsi, S.S., M.Hum for their help and guidance, for the completion of this thesis. I would not reach this point without your help, guidance, advice, motivation, comments, and suggestion. Thank you for supported me.

The gratitude is also given to lecturers of English Education Department. Irma Windy Astuti,S.S.,M.Hum as the headmaster of English Education Department. Rizki Farani, S.Pd.,M.Pd., as the Secretary of English Education Department. Also all the lecturers who have to give me the knowledge and encouragement. Intan Pradita, S.S., M.Hum, Astri Hapsari S.S., M.TESOL. Adam Anshory,S.S, MA, Nizamuddin Sadiq, S.Pd., M.Hum, Puji Rahayu, S.pd.,MLST. Raditya Adipramono, S.S M.Pd. B.I.

Last but not the least, I would thank to my beloved parents, the father who has given his prayer, guidance, love, and support Purwadarminta, SH and my wonderful mother Feri Rustantri, SIP thank you for encouraging me. I would also like to thank my younger brother and sister for his kindness that motivated me to finishes this thesis. Thank you for being a part of my life. May Allah always bless and keep them healthy. For all my friends in English Education batch 2014. All the students in English Education 2017 for their participation in this study who supported me in this way and help me get result of the better quality and I have

many, many people to give thanks for having listened to me, helping me and then giving me encouragement my besties Arfa, Arini, Ida, Bella, Sintya, Rozaq and Gagaz thankyou for being my best friend and help me to finishes this thesis.

Finally, the writer does realize that this thesis is far from being perfect. That is why it is such a pleasure for her to get comments and suggestions to make this thesis better. Hopefully, this thesis can be useful for the development of English teaching and learning and there will be any further research.

Yogyakarta, 8 December 2018

Devrina Choiriningtyas

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ABSTRACT

The research aims to indentify the correlation between students' reading motivation and effective reading rate at the Third Semester English Language Education Department Islamic University of Indonesia in the academic year of 2017/2017. The respondents were (93) students of Third Semester Critical Reading and Literacy Class. The research used quantitative approach. The instrument used to obtain the data were questionnaire and test. The instrument adopted from Motivations for Reading Questionnaire (MRQ) developed by Wigfield & Guthrie (1997) and the effective reading rate using Asian and Pacific Speed Reading for ESL Test by Quinn & Millet (2007). Students reading motivation was measured by Motivations for Reading Questionnaire (MRQ) developed by Wigfield & Guthrie (1997) while students effective reading rate was measured by Sutz and Waverka (2009) formula by multiplying the score of reading comprehension with reading speed. From the calculation, by using statistically Pearson product moment correlational formula the results show a positive correlation between students reading motivation and effective reading rate. The coefficient correlation (r) of two variables was 0.392 which was positive correlation and significant. Therefore, the result proved this study received the alternative hypothesis, there is a significant positive correlation between students' reading motivation and reading speed at the Third semester English Language Education Department Islamic University of Indonesia in academic year of 2017/2018.

Keywords: *Correlational Study, Students' Reading Motivation and Reading Speed.*

CHAPTER I
INTRODUCTION

This chapter is a basic part of the research that covers the background of the research, identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, the significance of the research and review the previous research.

1.1 The Background of the Study

English learning in Indonesia has been introduced to students from an early age. It has been taught to the students since they were in elementary school. There are four aspects of learning English is speaking, reading, listening and writing. Lontherington (2004) states that the four basic language ability are commonly regarded as speaking, listening, reading and writing. According to Anderson (2003), reading is a fluent process of readers combining information from a text and their own background to build meaning. It means through reading the students adding and comparing information with information that already has. Grellet (2004) state that reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. Underwood & Batt (1996) states through reading, the reader intended to build a schema related to the information he or she gets, so he or she has a different point of view about anything.

The students are required to master reading comprehension. Anderson (2003), states that in reading comprehension, a reader must have the following

understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention.

In the reading comprehension, students need to identify the information from long texts, many sources of information obtained such as books, e-books, and journals make it difficult for students to get information appropriate with the information that they needed. Reading with the proper speed help the student's sort information and gain the information in a limited time. Reading with the proper speed, included in reading fluency. According to Shanahan (2006) states that reading fluency is the ability to read text aloud with accuracy, speed and proper expression. Therefore, the students need to read with the proper speed, and appropriate accuracy and rate. Meanwhile, Hudson, Lane & Pullen (2005) define that reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. It can affect their understanding. When they can not read the text fluency. Reading fluency includes reading comprehension and reading speed. Dorn & Soffos (2005) states to achieve a good comprehension in reading the students must have (1) adequate prior knowledge for understanding the sufficient time to process the information, (2) reread the passage, (3) clarify the information, (4) analyze the content, (5) have opportunities to discuss a text with other students. Pang (2003) explains that reading comprehension is the process of making sense of words, sentences and connected text. To help the students to comprehend the text, an effective reading strategy is needed. According to Brown (2004) stated ten strategies to help the readers comprehend the text, there are: (1) identifying the purpose in reading, (2)

using graphemic rules and patterns to aid in bottom-up decoding, (3) using efficient silent reading techniques for relatively rapid comprehension, (4) skimming the text for main ideas, (5) scanning the text for specific information, (6) using semantic mapping or clustering, (7) guessing when the students are not certain, (8) analyzing vocabulary, (9) distinguishing between literal and implied meanings and (10) capitalizing on discourse markers to process relationships.

Meanwhile, Caldwell (2008) states that reading speed is one factor in fluency, but is not the whole picture, and reading rate suggests automaticity of word recognition. Therefore, reading speed is an important role in the reading fluency it helps students absorb the information in the text quickly and precisely but in an effective reading. According to Buzan (2000), states that speed reading will help readers to read more quickly and helps readers to understand better. It means that reading speed help the readers to comprehend the text in the right way. Buzan (2000) also states if the reader increases his or her motivation, the readers speed increases. Reading speed is needs reading motivation, motivation in reading is pushed to reading and learning. Motivation can also affect students achievement in reading. The number of reading intensity is influenced by reading motivation. According to Reed (2005), the good reader tends to intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Therefore, motivation affects the high and low achievement in speed reading.

Finally, the researcher interested in the Correlation between Students Motivation and Effective Reading Rate on the English Language Education batch

(2017) Critical Reading and Literacy class because students also implemented critical reading when they are speed reading.

1.2   Identification of the Problem

Reading fluency is an important part of the learning process because it helps the students have a knowledge and a better life However, the level of comprehension and the amount of time needed for the comprehension.

Based on the previous research form Shanahan (2006) states that reading fluency is the ability to read text aloud with accuracy, speed and proper expression. In this study the research focus on the following problems. First, reading fluency is needed to be able to sort the appropriate information from a long text. Second, reading fluency is needed to be able to find information in a limited time. The last, the students have a different level of motivation in reading. From the following problems the reasearcher emphazise on the reading fluency is needed to be able to find information from limited time that accordance with Shanahan (2006) reading fluency is read with accuracy, speed and proper expression. Furthermore, it needed the result whether students reading motivation will affect the results of the effective reading rate.

1.3   Limitation of the Problem

Based on the problem identification, the study will be limited to the correlation between students' reading motivation and effective reading rate of the Third Semester English Language Education students Islamic University of Indonesia. As well as the application the problems in reading are in the different

motivation levels for each individual. Then, not all students understand how to read fast effectively

1.4   Formulation of the Problem

Based on the background of the problem, identification of the problem, and limitation of the problem, the problems of this research is: is there any correlation between students motivation and effective reading rate?.

1.5   Objectives of the Study

The objective study of this research to identify the correlation between reading motivation and effective reading rate of the in the Third Semester English Language Education Department Islamic University of Indonesia in Academic Year 2017/2018.

1.6   The Significance of the Study

There are several benefits of the research, such benefits for students, lecturers, researcher, and future researchers.

1. For the students

For the students in the English Education Department Islamic University of Indonesia, the students will know how to reading fast effectively and improve their reading achievement in the learning process.

2. For the English lecture in the English Education Department

   In order to the lecture delivering materials hopefully, the lecture also finds out that related to the students read motivation and their effective reading rate, in order to make the students interested in reading and reach a better achievement in reading.

3. For the researcher

   The researcher will know more some mistake in the reading speed and understand the right way to reading speed also, find out the results of this research.

4. For the future researcher

   For the future researcher, this research hopefully helps to develop their research and give some review on the same topic of research.

CHAPTER II
LITERATURE REVIEW

This chapter discusses some issues which cover of the literature review. This chapter contains several theories related to reading comprehension, reading motivation, types of reading motivations and the reading speed technique and reading speed test.

2.1   Reading Motivation
2.1.1 Definition of Reading Motivation

Motivation is someone's drive to do certain activities. Motivation is when someone wants something then he or she will do something to get something he or she wants. Motivation can also be interpreted as awareness from yourself, other people and the environment. Motivation in reading is pushed to learn in reading. The students are motivated to reading can cultivate a habit that can support learning. According to Anne (2014) students motivation and the skill of reading are both essential factors that help to promote student success and life-long learning. Admunson (2015) also states that reading motivation and comprehension are two main aspects of creating successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something.

Meanwhile, Harmer (2001) states motivation is some kind of internal drive, which pushes someone to do or think in order to achievement. Reading is the key to successful learning, therefore reading motivation play an important role in reading comprehension. Students who have high reading motivation will find it

easier to understand a text because they are accustomed to reading and have a lot of vocabulary.

Reading motivation divides the motivation into 2 kinds. First, intrinsic motivation and the second is extrinsic motivation. according to Holt (2015) extrinsic motivation refers to the external factors that may attribute to the student's desire to read. Meanwhile, Deci & Ryan (2000) believed that intrinsic motivation refers to doing activity for inherent stratification of the activity itself. A person intrinsically motivated if an activity is done for itself and for the pleasure that drives from doing an activity. In addition, Guthrie (2007) states that motivation influence reading comprehension, highly motivated readers have a feeling of involvement, stimulation or enjoyment during reading, and tend to possess knowledge in the dominant of their interest. It is necessary for the students to identify their reading motivation in order to improve their motivation in reading. Wigfield & Guthrie (1996) states that motivation in the reading questionnaire (MRQ) can be used in order to know students' alteration in reading activities and to generate individual's profiles of reading motivation.

2.1.2. Construct of Reading Motivation

Guthrie & Wigfield (2000), states reading motivation has a determining effect on students concerning how much they will read. It means that high or low reading motivation will affect how much the students read. Guthrie, Coddington, & Wigfield (2010), states reading motivation consists of text interaction for enjoyment to satisfy curiosity and to gain new challenging to broad readers' knowledge. While someone already find the feeling of enjoyment in reading, he or

she will do that reading activity regularly and automatically comprehend better, those reading comprehensions will also automatically affect its speed. Castle (2015) states reading motivation encourages students to practice reading skills and advance their abilities. Meanwhile, Mihandoost (2011) states that motivation for reading is a crucial entity for successfully engaging in the reading process because it is the elements that what activates and maintains students' engagement throughout the entire reading process. From the theory above it can conclude that reading motivation is an important role in the reading skill, the level of reading motivation can affect the students reading comprehension and their reading fluency.

In this research, the construct is used for developing an instrument of reading motivation:

2.1.2.1. Competence and Efficacy Belief

Competence and efficacy belief divided into 3 category: (1) Self-efficacy, (2) Challenge, (3) Work Avoidance.

2.1.2.2. Goals for Reading

Goals for reading divided into 6 category: (1) Curiousty, (2) involvement, (3) Importance, (4) Recognition, (5) Grade, (6) Competition.

2.1.2.3. Social Purposes of Reading

Social purposes of reading divided into 2 category: (1) Social, (2) Compliance.

2.2   Effective Reading Rate
2.2.1.   Definition Effective Reading rate

Carver (1976) define reading rate is the fastest rate at which an individual can accurately comprehend material that is relatively easy, the rate that most individuals typically read, and the optimal rate of reading because it is most efficient. Effective reading rate is the value of the calculation results from speed reading. According to Sutz & Waverka (2009) measuring Effective Reading Rate (ERR) by calculated the word perminute rate and reading comprehension. Effective reading rate can be measured if the students do the speed reading. To calculate the Effective Reading rate trough speed reading the calculation is :

Words Per Minute: $\dfrac{\text{The number of words in the text}}{\text{The number of a second required to read the text}}$ x 60 = ... (WPM)

Subsequently, to measuring the reading comprehension, after the students read the text, the students answer the questions. From the question will identifying the correct answer to get the reading comprehension score. The formula is :

Reading Comprehension Score : $\dfrac{\text{Right Answers}}{\text{Maximum Score}} x\ 100\%$

Finally, From the words per minute (WPM) and the comprehension score, there will be found the Effective reading rate (ERR). The formula is :

ERR = Word Perminute x Comprehension Percentage score

Based on the explanation above, from the formula the researcher will get the data from the Effective Reading Rate of the students. Furthermore, the

researcher will correlate the following data between the questionnaire and the effective reading rate in order to find out the correlation between the student reading motivation and the effective reading rate.

2.3   Reading Speed

The researcher used speed reading test to measure the students speed reading perfomance. According to Brown (2004) test is a method of measuring a person's ability, knowledge, or performance in a given domain. Therefore the researcher used speed reading test to measruing effective reading rate. According to Wright (2013) a students accuracy and speed (automaticity) in reading aloud is an obvious observerable indicator of that students' reading ability. Meanwhile, According to Konstan (2010) speed reading is not reading words faster than what did before. It is about being able to read at a speed appropriate for the material in reading. It means that reading speed is speed up the process of absorbing the information from the text. According to Sutz & Waverka (2009) states speed reading is seeing, decoding and comprehending the words. When reader read with a right speed, their comprehension usually reduce, therefore when the reader speeds their reading they have to know when to slow down and speed up their reading. Wainwright (2007) highlights on reading faster without losing of comprehension, skimming and studying effectively, and reading critically. It means that the speed reading does not only read fast but still pays attention to the important part in the reading such as comprehension, skimming and studying effectively, and the reading critically. Speed reading requires someone to read

focus if someone reads focus, the faster he or she finds the content and important information from a text. Speed reading is the reading by using the eyes movement, brain and voiceless. Speed reading helps in absorbing the specific information and find the main idea and understand the text better. Hence, the speed reading can improve the reading ability also the reading comprehension achievement. According to Buzan (2000) the speed reading will help the reader to read more quickly. It also helps to understand better. In addition, a right speed are needed to be able to achieve speed reading effectively.

2.2.2. Criteria of Reading Speed

There is some criteria for improving speed reading, according to Sutz & Waverka (2009) as followed:

No.	Criteria of Reading Speed	Explanation
1.	Make the Speed-Reading Commitment	The basic thing in the reading speed makes a commitment to read with reading speed technique. Therefore, the reader will following the way of reading speed such as voiceless, sweep the text, focus and etc.
2.	Focus	High concentration, brainpower, and determination on the reader's part. Therefore

		focus is needed to gain the specific information the issue and the main idea from the text.
3.	Avoid Vocalization	Reading with vocalization will low the reading concentration and find it difficult to focus, understand and gain the information contained in the text.
4.	Resist the regression	Regression is re-read the previous sentence to ensure that readers understand or not with sentences that have been read, but the regression will decrease the reading speed so that regression is not needed to reading speed.
5.	Widen the vision span	To be a good speed reader widen the vision is needed because read the text with the word per word it decreases the time of speed reading.

6.	Pre-reading	Pre-reading helps the reader to set their reading goals and points to the areas of interest. Before reading the read the landmark of the text will increase the speed of reading.
7.	Vary the reading rate	Part of being a speed reader is understanding when to slow down and when to speed up. Therefore, the readers not always read with lightning speed.
8.	Read for the main idea	The goal of reading speed is getting the gist of what the authors mean and find the main idea from the text. Furthermore, the readers understand the content of the text.
9.	Use the eye swap	Swap the text with reading line go to the next line, using the eye swap increase the reading speed.

No.		Explanation
10.	Eyes checking	This last one isn't really a technique, but it's important to be a good speed reader. Eye checking is useful for ensuring the eyes are ready for speed reading.

In addition, to be a good speed reader the basic techniques of speed reading must be practiced step by step starting from making a reading speed commitment, focus, resist the regression and etc. This technique is needed to achieve reading speed goals and the purpose of speed reading.

2.2.3. Factors Affecting Reading Speed

However, the reading speed will not run smoothly if there are factors that inhibit the speed reading. This inhibiting factor can come from within a person or outside factors such as the environment. According to Konstan (2010) as followed:

No.	Factor Affecting Reading Speed	Explanation
1.	Clarity of Purposes	The clarity of purposes in reading will make read according to our mindset, whether reading to get information in depth or just reading.

2.	Mood	Mood will affect the speed reading, read faster makes it difficult to concentrate. Therefore, it will reduce the speed of reading. For that moment, speed reading is necessary to improve the mood.
3.	Recognize the subject	One of the factors that may affect the speed of reading is not recognizing the subject being read, if the reader recognizes the subject, it will not be difficult to find the meaning from the vocabulary in the text. Therefore, it is important to recognize the subject.
4.	The difficulty of the text	Each text varies with different levels of reading difficulty. The difficulties of the text will affect the speed reading
5.	Urgency and stress level	Reading in a stressful condition will not effective, because the reader will find it difficult to concentrate. Therefore, reading with a calm mind is necessary.

2.4   Review on Relevant Studies

There is some research about reading motivation and effective reading rate. The first, study conducted by Fajri (2015) The Correlation between Students Reading Interest and their Reading Speed of the Fourth Semester of English Department, Syarif Hidayatullah State Islamic University. This study is quantitative research, the writer used cluster random sampling and chosen 30 students to be the sample of taken data. The collecting data using reading interest questionnaire and speed reading test adopted from Quinn & Millet Asian an Pacific Speed Reading for ESL Learner, it is used close-ended questions which used a Likert scale. The result from the calculation Pearson Product Moment formula was (0,423) or there is a correlation between reading interest and their reading speed.

The research mentioned chosen as relevant studies to this research due to the facts of the research have the same method in measuring the correlation between student motivation and effective reading rate by using comprehension tests and motivation reading questionnaires, and this research is also aimed at university level students.

The different research study is conducted by Mahanal & Sulistyono (2017) they researched Improving Reading Speed and Biology Conceptual Understanding using Speed Reading Method on Students of X-MIA Class, SMA Bina Bangsa Surabaya. This research was conducted in SMA Bina Bangsa Surabaya in Odd Semester of Academic Year 2015-2016. This research is qualitative research which was done by employing reading speed test and

comprehension test of biology concept. The speed reading test adopted from Asian and Pacific Speed Reading for ESL by Quinn and Millet (2007). The subject of this research was (41) students of X-MIA class in SMA Bina Bangsa Surabaya. The data were analyzed by employing descriptive qualitative. The results showed an increase in the average reading speed of 481 wpm. Furthermore, the next research conducted by Abdelrahman & Bsharah (2016) The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language. The sample of the study consists of (42) students assigned into two groups who were chosen randomly from Al-Ashrafieh secondary school, a controlled group (21) students, and an experimental (21) students trained on speed reading strategies during the academic year 2013/2014. The study used a training material, pre and post-reading comprehension tests. The results showed also that the students in the experimental group were better than the students in the controlled group. It is recommended that teachers should train students extensively on the use of speed reading strategies. The next study is conducted by Marsela (2017). She researched The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh-Grade Students of MAN 2 Palembang. This study is quantitative research. The data using two instruments questionnaire and reading test which was taken from the TOEFL junior reading section. The population of the study is 240 students from 6 classes. Based on finding this research has a positive correlation between students reading motivation and reading comprehension.

These kinds of research mentioned chosen as relevant studies to this research due to the facts that both of the research focuses on the reading speed and used the value of reading comprehension.

2.5   Theoretical Framework

Reading as the process of constructing meaning from written text Anderson (2003). Therefore, reading is a process of someone understanding in interpreting a text. From a text, the reader can decide an idea or get some information. Therefore, reading activities also provides additional new knowledge for readers. Nunan (2003) also states that reading is a fluent process combining information from the text and their own background knowledge to build meaning. Reading also provides an opportunity for someone to argue according to their knowledge and compare these arguments with new knowledge to gain understanding from a text. Pang (2003) explains that reading comprehension is the process of making sense of words, sentences and connected text. Based on these theories, reading comprehension is the main pillar in reading where a student can build an understanding of a text, reading comprehension is necessary to add insight or knowledge of students, it can be said that it is impossible for students to succeed in the learning process without reading.

Reading comprehension requires a process, students must be diligent in reading and active in learning, this will make students become more critical thinking in processing information. Therefore, reading motivation is needed to train students to be familiar with various types of text that contain different

information on each text. According to Reed (2005), the good reader tends to intrinsically motivated to read, and the amount of time they spend reading is highly correlated with their reading proficiency and overall academic success across all subject areas. Thus, it can be said that reading motivation shows the level of knowledge of a student and the students who are motivated to read will be better in academic. Motivation to read also makes students who are knowledgeable, broad-minded, strong ideas, and increase creativity.

Reading is important to increase knowledge. As well as the application, reading fluency is rarely applied in reading, even though reading fluency can be used in reading any text and anywhere. Carver (1976) define reading rate is the fastest rate at which an individual can accurately comprehend material that is relatively easy, the rate that most individuals typically read, and the optimal rate of reading because it is most efficient. Students with high academic levels such as universities are required to have a lot of knowledge in social and academic. Therefore, In this function of speed reading is to find and sort information and important points in a text more quickly and effectively. Speed reading include in reading fluency. Hudson, Lane & Pullen (2005), states that reading fluency is gaining new recognition as an essential element of every reading program, especially for students who struggle in reading. It can affect their understanding. When they can not read the text fluency. Therefore, the reading fluency is important to be applied in reading. Students in the university-level education will certainly be facilitated by the reading fluency because students are required to absorb information quickly from a long text such as printed books or e-books.

To make it easier understanding the illustration of reading motivation and Effective Reading Rate is shown in the figure below:

Figure 1. The framework of Reading Motivation and Effective Reading Rate
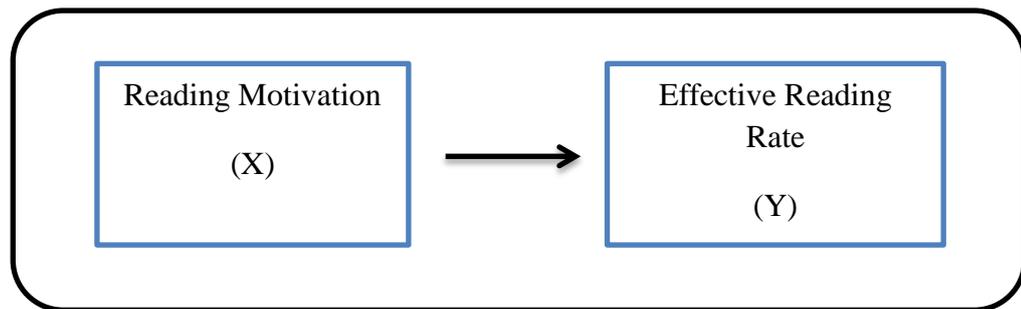
2.6 Hypothesis

The hypothesis is the result of an analysis that can be drawn a conclusion from these results. Based on the literature review, there are two possibilities in the hypothesis, the statistical hypothesis of this research is a null hypothesis (Ho): there is no correlation between students reading motivation and effective reading rate and alternative hypothesis (Ha): there is a correlation between students reading motivation and effective reading rate.

If the null hypothesis (Ho): there is no correlation between students reading motivation and effective reading rate, accepted then the alternative hypothesis (Ha): there is a correlation between students motivation and effective reading rate is rejected. Likewise vice versa, if the alternative hypothesis (Ha): there is a correlation between students reading motivation and effective reading rate is accepted then the null hypothesis (Ho): there is no correlation between

students reading motivation and effective reading rate is rejected. The formulation is : $H_a = r_{xy} > 0$ *or* $Ha = rxy < 0$.

2.7   Definition of Key terms

Based on the title, the researcher found several terms that need explanation in this research there are as the followed :

1. Reading Motivation is the important role in the reading comprehension. Reading motivation also affects the reading achievement in academic. The students who are motivated to read will be better in academic.

2. Effective reading rate is one of the reading skill in the reading speed, Effective reading rate helps the students to read with the right rate, accuracy and right speed and proper expression.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses some issues which cover the research design of research, population and sample, data collecting technique, data indicator, and hypothesis testing.

3.1   Research Design

The researcher used a correlational method. Fraenkel & Wallen (2008) state that correlation or correlational research is a study to determine the relationship and the level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. Cresswell (2006) state that, correlation study is one part of ex-post facto research because researcher generally does not manipulate circumstances the existing variable and directly search for the existence of a relationship and level of the variable relationship which is reflected in the correlation coefficient. The researcher uses correlation methods to know the relationship between two variables, in which direction the relationship is negative or positive and how strong the two variable researched. Correlation method is also possible to get a significant association degree. According to Sukardi (2004), correlation research is right if complex variables and researchers are not possible to manipulate and control variables as in experimental research, allows variables to be measured intensively in real environment settings, allows researchers to get significant association degrees.

In this study, the researcher adopted questionnaire from Guthrie & Wigfield Motivation Reading Questionnaire (MRQ) (1997) the questionnaire

based on Likert Scale type consist of 53 Statement and the Speed Reading Test from Asian and Pacific Speed Reading by Quinn and Millett (2007), the speed reading text consists of 550 words and the test consist of 10 questions optional answer.

This research based on quantitative research method to find out the result and the correlation between the students reading motivation and students reading speed with the numerical data and statistic analysis. According to Patton & Cochran (2007) state that quantitative is a methodology that uses a number as a result of the research, the aim of quantitative is to understand the aspect of the social life. The writer correlated reading motivation with the effective reading rate. This research uses bivariate correlational research. It involves one independent variable and one dependent variable. The Reading Motivation as Independent variable (X) and Effective Reading Rate (ERR) as a dependent variable (Y). Both of these variables are :

Figure 2. Correlational Method Design

| Reading Motivation Questionnaire (X) | → | Effective Reading Rate (ERR) (Y) |
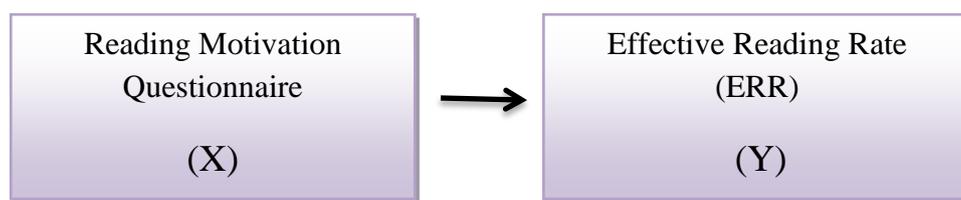
3.2   Population and Sample

According to Sugiyono (2011), the definition of population is an area of generalization which consists of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions.

Fraenkel & Wallen (2012) states that the population is the group to which the research would like the result of the study to be generalized. The definition of the sample according to Arikunto (2006) the sample is part or representative of the population studied. If we will only examine a portion of the population, the research is called sample research. Meanwhile, Ary (2010) states a sample is a group selected from the population for observation in a study.

In this research, the population and sample are the third semester English Education of Islamic University of Indonesia (PBI UII) students academic year 2017/2018 in Critical Reading and Literacy class, the class divided into 3 classes, class A 27 students, class B 36 students and class C 30 students. All of the class consisting of 93 students. The researcher taken the data from PBI UII students in the early third semester, Critical Reading and Literacy class because they have taken Extensive Reading and Intensive Reading classes in the previous semester and students are expected to reach speed reading in the average category up to functionally literate based on reading level comprehension by Buzan (2000) in Speed Reading Book.

In this study the researcher use theory Arikunto (2012), the researcher 93 students, because of the overall population of PBI UII student more than 100 students. According to Arikunto (2012) if the population is less than 100 people, then the total sample is taken as a whole, but if the population is greater than 100 people, it can take 10-15% or 20-25% of the total population.

3.3 Data Collecting Techniques

Arikunto (2002) state that the research method is the method used by researchers in collecting research data. In this research, the researcher collects data from the questionnaire and test. The questionnaire was used to obtain data of reading motivation and the test was to obtain data effective reading rate. The researcher analyzed the data using Karl Pearson product moment formula in order to determine the correlation between reading motivation and effective reading rate.

3.3.1 Instrument
3.3.1.1 Test

According to Arikunto (2002), the test is a series of questions or exercises and other tools used to measure skills, intelligence, abilities or talents possessed by individuals or groups. In this study, the researcher used a reading speed test to measure the reading speed ability. There are two stages of measuring the reading speed, the first a reading with the reading speed to find out the word per-minute rate (WPM), the second is a test to find out the score of reading comprehension. The title of the text is Death Ceremonies in Bali adopted from Asian and Pacific Speed readings for ESL Learner by Quinn & Millett (2007) adopted from Speed Reading: A Course for Learners of English (1974). The text content of 550 words. This test is aimed at University students. Therefore, the students answer the questions from the text there are 10 questions to find out the reading comprehension score. From the word per minute rate (WPM) and reading comprehension score, it will find the students Effective reading rate (ERR). Then,

the researcher correlates the ERR with the reading motivation questionnaire result.

3.3.1.2 Questionnaire

Arikunto (2006) states that questionnaire is a written statement that is used to obtain information from respondents in the sense of a report about a person or things he knows. Meanwhile, according to Sugiyono (2008) questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to be answered. The questionnaire is divided into two types of opened questionnaires and closed questionnaires. Opened questionnaire gives the respondent the exempt of answers. Meanwhile, the closed questionnaire is a questionnaire that limits respondents' answers to the answers provided. According to Arikunto (2006), they are closed and opened questionnaire. A closed questionnaire is a questionnaire which the respondents only choose the available answer, while opened questionnaire is questionnaire which the respondents gave an opportunity to answers by their own words.

In this research, the researcher used a closed questionnaire with Likert scale answer provided. Instruments in this study used Motivations for Reading Questionnaire (MRQ) instrument that is developed by Dr. Allan Wigfield & Dr. John Guthrie (1997). The initial questionnaire contains 82 items was developed into 53 items. Based on Wigfield & Guthrie (1995) 29 from 82 items was eliminated. The questionnaire has been translated into Bahasa Indonesia in order to make it easy to be answered by the students in 20 – 25 minutes. The Likert Scale from reading motivation can be from the table as follows :

Table 1: Likert Scale for Reading Motivation

NO.	Scale	Score
1.	A lot like me	4
2.	A little like me	3
3.	A little different from me	2
4.	Very different from me	1

Source : Wigfield, John Guthrie 1996

This questionnaire consists of 53 items and has four scale answer from 1 until 4, (very different from me), (a little different from me), (a little like me), and (a lot like me). The questionnaire is divided into 3 categories according to their respective functions. The categories of the questionnaire can be seen in the table as follows :

Table 2 : Motivation Reading Questionnaire items

No.	Categories	Dimension	Number of Items	Sample of item
1.	Competence and Efficacy Belief :	Self-efficacy	3	I'm a good reader
		Challenge	5	I like, hard challenging books
		Work Avoidance	4	I don't like reading something when the word are too difficulties
2.	Goals For Reading	Curiousity	6	I like to read about

			new thing
	Involvement	6	I make picture in my hand when I read
	Importance	2	It is important to me to be a good reader
	Recognition	5	I like having the teacher say I read well
	Grade	4	I read to improve my grade
	Competition	5	I like to finish my reading before other students
3. Social Purposes of reading	Social	7	I talk to my friend about what I am reading.
	Compliance	6	I read because I have to
Total	53		

The questionnaire divided into 3 categories there are competence and efficacy belief, goals for reading, and social purposes of reading from those 3 categories divided into 11 dimensions such as compliance, social, competition, grade,

recognition, importance, involvement, curiosity, work avoidance, challenge, and self-efficacy. The highest number of items lies in the social dimension, there are 7 items and at least lies in the Importance dimension, there are 2 items. In addition, the item total of the questionnaire is 53 items.

3.3.1.3 Validity of the Instrument

Arikunto (2006) refers that validity is used to measure what should be measured. The validity of the instrument can be seen from Wigfield and Guthrie (1997) Relations of children's motivation for reading to amount breadth or their reading, there is showing of the validity of 53 revised items. This questionnaire has been used by Wigfield and Guthrie (2007) Reading Motivation and Reading Comprehension Growth in Later Elementary Years. Furthermore, the questionnaire also has been used by Unrau and Schlackman (2006) to obtain data of motivation and it is a relationship with reading achievement in urban middle school. There is found that model in a sample of 6th, 7th, and 8th-grade students were measuring validity found to be 0,90. The speed reading test adopted from Quinn L.S.P and Sonia Millet, Asian and Pacific Speed Reading Test, this instrument has been used by Shimono (2018) L2 Reading Fluency Progression using Timed Reading and Repeated Oral Reading at Japanese University. The result indicated that the treatment groups made statistically significant rate gains, ranging from 13 to 27 standard words per minute, while comprehension percentage where slightly below 70% for both groups. Fajri (2015) Correlation Students Reading Interest and their Speed Reading, A Correlational study at the fourth semester of English Education Department. The result indicated that the

degree of significance (0,423). The result of the research proved that there is a correlation between students reading interest and their reading speed. Chang (2014) Measuring Reading Comprehension in L2 Speed Reading Course: Response to Mc Clan. This test also used by Tran & Nation (2014) Speed Reading Improvement in a speed reading course and it's effect on Language Memory Span the measure of the sampling 0,70. Thus, the questionnaire and test used to obtain the data of students reading motivation and reading speed are valid.

3.3.1.4 Reliability of the Instrument

Arikunto (2006) states reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is good. It means that reliability shows how well the instrument becomes a measuring instrument. The initial questionnaire contains 82 items was developed into 53 items. Based on Wigfield & Guthrie (1995) 29 from 82 items was eliminated. The current version was 53 item are valid. In this research, the reliabilities reading motivation questionnaire can be seen in the table as followed:

Table 3 : Reliabilities Reading Motivation Questionnaire

No.	Scale	Fall	Spring
1.	Reading Efficiency	63	68
2.	Reading challenge	58	80
3.	Reading curiosity	70	76
4.	Aesthetic enjoyment of reading	72	76
5.	Importance of reading	59	52
6.	Reading recognition	69	69
7.	Reading for grades	59	43
8.	Social reason for Reading	78	72
9.	Reading competetion	75	81
10.	Compliance	62	55
11.	Reading work avoidane	44	60

Source : Wigfield et. al. 1996

The reliabilities presented on the table, in both the fall and spring measurements this reliabilities is given the meaning that the extent of items on each cohere scale of values greater than 70 is preferred. From the table where some of the scales showed a reasonable internal consistency and the others did not. The most reliable scales include reading the challenge, reading curiosity, aesthetic enjoyment of reading, and social reasons for reading, reading competition, and reading recognition. The reliabilities of these scale in the level adequate to good. The reliabilities for the other scale were poor. Thus, this instrument also has been measured reliability

3.4   Data Analysis Techniques

After the data is collected the researcher analyzing the data. In order to measure there is a correlation or no correlation between the two variable. The first step when analyzing the data is measuring the Effective Reading Rate (ERR) from the reading speed. According to Sutz & Waverka (2009), there is two-step to measure the effective reading rate, first is measuring the word per minute rate (WPM) and the second is measuring the reading comprehension score. After the two data are obtained, the two data are used to calculate the result of Effective Reading Rate (ERR). Then, the researcher analyzing data from reading motivation using Microsoft Excel. To get the result of reading motivation. Finally, both of the data have been obtained. Moreover, the researcher correlates the following data between the questionnaire and the effective reading rate in order to find out the correlation between the student reading motivation and the students effective reading rate. The researcher product moment Pearson to analyzing the data. The formula as follows :

$$r = \frac{n\,(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{[n(\Sigma X^2) - (\Sigma X)^2][n(\Sigma Y^2) - (\Sigma Y)^2]}}$$

r = Pearson's correlation coefficient

n = number of paired scores

X = score of the first variable

Y = score of the second variable

XY = the product of the two paired scores

However, before the researcher correlate the reading motivation and effective reading rate. The researcher analyzes the data using linearity test and normality test. The linearity test will be computed by using ANOVA (Test for Linearity). Linearity test aims to determine whether the two variables have a linear relationship or a significant relationship. Tests on SPSS by using Test for Linearity with the significance level of 0.05. Two variables have a linear relationship when significance if the linearity test less than 0.05. This linearity test is usually used as a prerequisite in the correlation analysis. Then, the normality test, the normality test aims to test whether the distribution of the data normal or not normal. There are two ways to determine whether residual normal distribution or not is by analysis of graphs and statistical tests. Because of the data collected in this study used test, thus the researcher select test of *Kolmogorov-Smirnov* statistic to give the level of significance. Therefore, the distribution of the data is normal if the probabilities > 0.05.

3.5   Data Indicator

The data indicator in this study is using reading comprehension, there is a reading speed indicator by the speed (WPM) and the level comprehension by Buzan (2000) in The Speed Reading Book. It can be seen from the table below :

Table 4 : Reading Speed Achievement Indicator

NO	READER	SPEED WPM	COMPREHENSION
1.	Poor	10 – 100	30 – 50%
2.	Average	200 – 250	50 – 70%
3.	Fast	250 – 300	70 – 80%
4.	Top 1 in 100	800 – 1000	80+%
5.	Top 1 in 1000	1000 +	80+%

From the table above, the readers divided into five categories, from poor until top 1 in 1000, the reader in the reading speed achieve 10 until 1000+ WPM, and mastering level comprehension (30%) until (80+%). In addition, there is a level achievement of reading speed, the students can improve their reading level by checking the table of level comprehension.

The speed reading indicator also related to educational level according to Buzan (2000) in the speed reading book. The students can measure how fast the speed reading is in accordance with the level of education being pursued. It can be seen in the figure below :

Figure 3. Reading Speed Achievement Indicator in Education
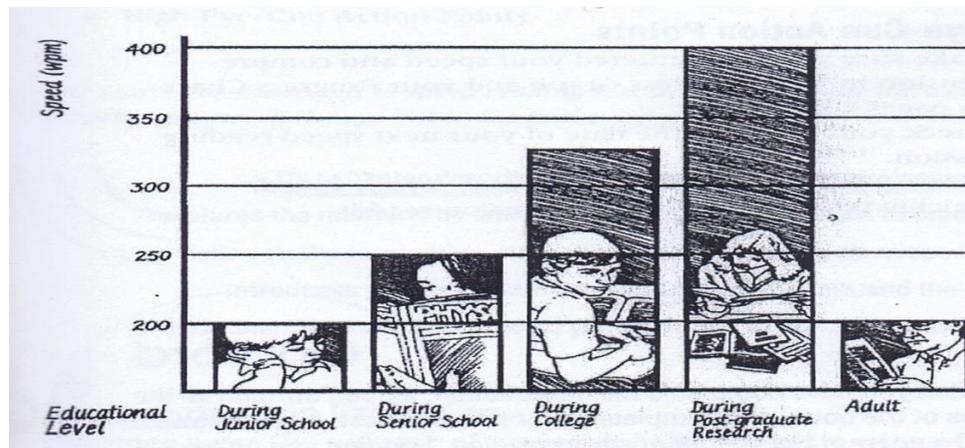
Source : Buzan 2000

3.6 Hypothesis testing

Hypothesis testing is a procedure that is carried out with the aim of deciding whether to accept or reject the hypothesis. Based on analyzing the data there are two possibilities, The statistical hypothesis of this research :

1. Null Hypothesis (Ho)

There is no correlation between students reading motivation and effective reading rate in the Third semester English Education Department Islamic University of Indonesia.

2. Alternative Hypothesis (Ha)

There is a correlation between students reading motivation and effective reading rate in the Third semester English Education Department Islamic University of Indonesia.

If the null hypothesis (Ho): There is no correlation between students reading motivation and reading speed in the Third semester English Language

Education Department Islamic University of Indonesia, accepted then the alternative hypothesis (Ha): There is a correlation between students reading motivation and effective reading rate in the Third semester English Language Education Department Islamic University of Indonesia is rejected. Likewise, vice versa, if the alternative hypothesis (Ha): There is a correlation between students reading motivation and effective reading rate in the Third semester English Language Education Department Islamic University of Indonesia is accepted then the null hypothesis (Ho): There is no correlation between students reading motivation and effective reading rate in the Third semester English Language Education Department Islamic University of Indonesia is rejected.

From the result of the correlation test, there is three possible result of a correlation research; they are a positive correlation, a negative correlation, and no relationship. According to Nunan (1991), a positive correlation would result in a score of +1.00, while a negative correlation would result in -1.00.

1. Positive Correlation

    a positive correlation indicates the increasing or decreasing of one variable will be followed by the increasing or decreasing of the others. The results of correlation research indicate a positive correlation when the correlation coefficient is close to +1.00.

2. Negative Correlation

    a negative correlation indicates the increase of one variable is followed by the decreasing of the others. In other words, there is a negative correlation

between variables. The result of correlation research indicates a negative correlation when the correlation coefficient is close to -1.00.

3. No Correlation

No correlation indicates there is no linear relationship between variables. A correlation coefficient of "0" indicates no correlational relationship.

CHAPTER IV
RESEARCH FINDING AND DESCRIPTION

This chapter describes all finding of the data collected and its analysis. Data of this research is presented in the findings while analysis of the research data elaborated in the discussion.

4.1   Research Findings

In order to get the data, the researcher collected the data from 2 kinds of instruments, the Reading Motivation Questionnaire (MRQ) by Guthrie & Wigfield and the Speed Reading Test adpted by Asian and Pacific Speed Reading for ESL by Quinn and Millet. The Reading Motivation Questionnaire was measuring the student's motivation in reading and measuring effective reading rate reading.

The test is divided into the two-step, first is measuring the word per minute rate (WPM) from the students after finished reading the text, the second is the students answer the questions from the text to measuring reading comprehension score. From both of the step, the researcher found the reading speed test final score that is Effective Reading Rate (ERR) to correlate with the questionnaire.

The questionnaire consisted of 58 questions and has four scale answer from 1 until 4, with 1 (very different from me), 2 (a little different from me), 3 (a little like me), and 4 (a lot like me). The questionnaire & test were distributed in the third semester English Education Department Islamic University of Indonesia

UII academic year 2017/2018, the class consists of 93 students. The students divided into several categories sex, age, and class. The classification of the students in a table as follows :

Table 5 : Classification of the respondents

Gender	Percentage	Age	Percentage	Class	Percentage
Male : 18	19,3%	18 : 25	26,8%	Class A : 27	29,03%
Female : 75	80,6%	19 : 45	48,3%	Class B : 36	38,7%
		20 : 18	19,3%	Class C : 30	32,2%
		21 : 2	2.15%		
		22 : 3	3,22%		
Total Respondent :				93 Students	

From the table above, it can be concluded that the respondent dominant female than male in the percentage is (80,6%) female and (19,3%) male. Furthermore, the age varies from 18 years old up to 22 years old but, dominated in 19 years old 45 students in percentage is (48,3%), followed by 18 years old 25 students in percentage is (26,8%), then 20 years old 18 students in the percentage is (19,3%), 21 years old 2 students (2.15%), the last is 22 years old 3 students in the percentage is (3,22%). In the class categorize divided in 3 class, class A with 27 students in the percentage is (29,03%), Class B with 36 students in the percentage is (38,7%), then Class C with 30 students in the percentage is (32,2%).

From the two kinds of the instrument, the researcher obtains the data of word per minute rate (WPM) and reading speed score. After the researcher obtain the data of word per minute rate (WPM) and Speed reading score. To measuring the final score reading speed test, the researcher using the Sutz & Waverka (2009) technique, as follows :

> ERR = Word Per Minute X Comprehension Score

Effective reading rate (ERR) which will be correlated with reading motivation questionnaire (MRQ). Subsequently, to measuring the reading comprehension, after the students read the text, the students answer the questions. From the question will identifying the correct answer to get the reading comprehension score. The formula is :

$$\text{Reading Comprehension Score} = \frac{\text{Right Answers}}{\text{Maximum Score}} x \ 100\%$$

The data can be seen from the table below :

Table 6 : Data of reading speed test

NO	Initial	Word per minute rate	Reading comprehension score
1	WI	237,41	90
2	AL	161,76	90
3	MN	180,32	80
4	LA	235,71	90
5	RM	141,63	60
6	MI	157,14	60
7	AT	343,75	50

8	ZA	141,02	70
9	PB	136,92	70
10	AS	221,47	70
11	AA	152,77	70
12	HI	266,12	70
1	DA	159,42	60
14	JA	220	60
5	LC	178,37	80
16	US	146,66	80
17	FN	142,24	80
18	UI	186,44	80
19	UR	210,19	90
20	IR	147,98	70
21	AA	172,77	80
22	TR	178,37	80
23	FD	220	90
24	ZF	227,88	80
25	NF	177,41	90
26	EN	250	90
27	TR	272,72	60
28	NC	188,57	90
29	RH	144,1	70
30	GA	210,19	90
31	AP	157,14	60
32	NA	229,16	80
33	SA	166,66	70
34	FY	272,72	80
35	SM	208,86	60
36	SI	188,57	70
37	TJ	187,5	90
38	DN	172,77	90
39	NW	132,53	50
40	NN	351,06	80
41	KQ	222,97	70
42	NH	224,48	80
43	RA	108,55	50
44	AA	255,81	70
45	RF	194,11	60
46	AN	196,42	80
47	VS	237,41	90
48	AM	222,97	70
49	MI	206,25	70

50	MF	171,87	90
51	SS	152,77	90
52	MH	181,31	90
53	MF	330	80
54	VR	159,42	70
55	HQ	240,87	70
56	SM	239,13	80
57	MN	170,1	90
58	SN	137,5	50
59	FF	110,36	50
60	MA	198,79	80
61	TR	172,77	60
62	DA	185,39	50
63	BG	232,39	50
64	IN	191,86	80
65	MA	147,98	70
66	MN	194,11	80
67	HB	234,04	90
68	GA	226,02	90
69	BA	340,2	90
70	EN	185,39	70
71	SL	248,12	90
72	NL	253,84	90
73	KA	211,53	90
74	AG	139,83	50
75	KH	212,9	80
76	NK	175,53	50
77	AS	464,78	90
78	FI	137,5	70
79	IR	222,97	80
80	NJ	212,9	80
81	FH	253,98	70
82	AN	144,1	50
83	SN	253,84	70
84	MR	152,77	70
85	MS	185,39	80
86	GI	191,86	90
87	ST	188,57	80
88	NF	217,1	90
89	NA	178,37	70
90	DH	176,47	60
91	SM	174,6	70

| 92 | IF | 204,96 | 80 |
| 93 | MO | 198,79 | 80 |

4.1.1. Description of the data

From the data sample of reading speed and reading motivation from students Critical Reading and Literacy class. The highest and lowest and mean of the values are obtained. The table as follows :

Table 7 : Descriptive statistic

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
ERR	93	54,28	280,85	14623,14	157,2381	63,58507
ReadingMotivation	93	117,00	202,00	14998,00	161,2688	20,51094
Valid N (listwise)	93					

4.2 Data Analysis

Before the researcher correlates the data of effective reading rate and reading motivation, the researcher tested the normality and linearity.

4.2.1 Normality test

Normality Test is a test conducted to assess the distribution of data in a data group or variable, whether the distribution of data is normal or not. Normality test is needed to provide certainty that the data obtained is normal. To analyze the data, the value for the normality test of the data is 0.05.

Hypothesis:

Ho: Distribution of the data normal

Ha: Distribution of the data is not normal

If the value is > 0.05 Ho is accepted, but if the probability and value is < 0.05 than Ho is rejected and Ha is accepted. The normality test for effective reading rate and reading motivation as follows :

Table 8 : Normality test of the Reading Motivation and Effective Reading Rate

Tests of Normality

	Kolmogorov-Smirnov[a]		
	Statistic	Df	Sig.
ReadingMotivation	,066	93	,200[*]
ERR	,061	93	,200[*]

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

a. Lilliefors Significance Correction

The normality of the data whether or not normal distribution using the Kolmogorov-Smirnov test. A residual revealed in normal distribution if the significant value of the Kolmogorov-Smirnov > 0.05. From the result Reading Motivation and Effective reading rate (ERR), the score in the value (Sig) > 0.05 it can be concluded that the data is normal.

4.2.2 Linearity Test

Linearity test aims to determine whether two variables have a linear or not significant relationship. This test is usually used as a term in correlation analysis or linear regression. The linearity test for effective reading rate and reading motivation as follows:

Table 9 : Linearity test between Reading Motivation and Effective Reading Rate

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
ERR * Reading Motivation	Between Groups	(Combined)	197739,393	52	3802,681	,873	,680
		Linearity	57837,423	1	57837,423	13,279	,001
		Deviation from Linearity	139901,970	51	2743,176	,630	,940
	Within Groups		174222,274	40	4355,557		
	Total		371961,667	92			

The data is linear if the value sig linearity is <0.05. From the test results of linearity between variables of reading motivation and effective reading rate above can be seen that the value sig linearity <0,05 it means the two variable is linear.

4.2.3 Correlation Test

After the test of Normality and Linearity of the data, the researcher correlates the effective reading rate and reading motivation in order to get the data correlation test. To analyze the data the researcher using product moment by Karl Pearson. The correlation test for effective reading rate and reading motivation is as follows :

Table 10 : Correlation between Reading Motivation and Effective Reading Rate

Correlations

		ERR	ReadingMotivation
ERR	Pearson Correlation	1	,392[**]
	Sig. (2-tailed)		,000
	N	93	93
ReadingMotivation	Pearson Correlation	,392[**]	1
	Sig. (2-tailed)	,000	
	N	93	93

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

From the result correlation table above, shows the results of correlation using the Pearson product moment correlation seen that the value sig <0.05, it means that there is a correlation between reading motivation and effective reading rate.

4.3 Discussion

This study aims to find out the correlation between Effective Reading rate and reading motivation in the third semester English Language Education Islamic University of Indonesia in the academic year 2017/2018 the researcher submit the fulfillment of data collection requirements, research permits from the Faculty of Psychology and Social Science. Likewise, to the lecturers of the Critical Reading and Literacy class for the purpose of collecting data for students as respondent.

Based on the result of Pearson product-moment correlation this correlational study shows a positive correlation. Based on the result of the sig value <0.05 and it means that a significant correlation between students reading

motivation and effective reading rate. From the research analysis, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there is a correlation between reading motivation and effective reading rate in the English Education Department Islamic University of Indonesia.

From analyzing the data, the average speed reading value of all classes ranges from 200-250, the 200-250 range is included in the fair category according to Buzan (2000) that readers can be divided into five parts. Poor readers achieve a speed 10 – 100 wpm, while the average readers 200-250 wpm, fast 250-300 wpm, top 1 in 100 achieve 800 – 1000 wpm, and the last top 1 in 1000 achieve 1000+ wpm. By analyzing the result of wpm data the from all the class achieve 201,94 from the value the students can be categorized average readers with the level comprehension 50-70%. Buzan (2000) states that level of speed reading categorized from the level education is from junior school achieve 200 wpm, senior high school achieves 250 wpm, while the college achieves 300-350 wpm, the postgraduate research achieve 400 wpm and the last is an adult is decreases to 200 wpm. It means that the students in Critical Reading and Literacy class English Education Islamic University of Indonesia have not reached the education level in the college category. Therefore it is necessary to increase the students reading speed because word per minute rate (WPM) still does not reach the appropriate level of education. Improving the reading speed can be done with the reading a technique according to Sutz & Waverka (2009) believe that technique to improving reading speed: (1) Focus, (2) Speed reading commitment, (3) Avoid vocalization, (4) Resist the regression, (5) Widen the vision span, (6) Use the eye

swap, (7) Vary the reading rate, (8) Read for the main idea, (9) Eyes checking (10) Pre-reading. However, in the reading speed there is some factor that affects the reading speed, the factor can come from within a person and outside such as environment, according to Konstan (2010) believe that factors that affect reading speed there are : (1) Clarity of purposes, (2) Mood, (3) Recognizing the subject, (4) Difficulty of the text, (5) Urgency and stress level. In conclusion the speed reading in the Critical Reading and Literacy class is not reaching the level in accordance with the level of education which is 250-300 wpm, there needs to be an increase, this can also occur due to factors that inhibit speed reading, therefore increasing speed reading can be done by performing appropriate technique for speed reading.

The explanation to support this finding is from the Critical Reading and Literacy students, the researcher concludes that not only motivation that needed to improve reading comprehension skill especially reading speed. However, the knowledge, interest, anxiety, skill, environtment, learning process, and mood are also needed to support improving the reading skill, according to Anderson (2003) state that it can be their experiences which they bring into the text they read. From this background knowledge, the reader is able to improve the reading comprehension when they activate setting goals, asking questions, making predictions, teaching text structure, and so on. According to Denis (2008) as cited in Gilakjani & Sabouri (2016) state that environmental conditions that impact the learner who tries to read a passage, readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm

and controlled place. The others factor in this study that influences the effective reading rate also occur in distribution of questionnaire and speed reading test in Critical Reading and Literacy class from the respondent when fill the questionnaire and do the speed reading test such as honesty, discussing questions, answering the questionnaire carefully according to the personality or not, and the seriousness do the reading speed test.

CHAPTER V
CONCLUSION AND SUGGESTIONS

After finishing the whole steps of the research. In this chapter, the writer will present the conclusion and suggestions.

5.1 Conclusion

1. This research is to examine the correlation between students reading motivation and effective reading rate in Critical Reading and Literacy Class English Language Education, Islamic University of Indonesia. The results show a significant positive relationship between the variables. There is a positive correlation between reading motivation and effective reading rate in Critical Reading Literacy Class, English Language Education, Islamic University of Indonesia Academic Year 2017/ 2018. The reading motivation influence effective reading rate, the positive correlation means that the increase in effective reading rate will be followed by an increase of reading motivation.

2. Reading motivation is one of the factors that can affect effective reading rate, because motivation and willingness to read will make students accustomed to reading, therefore when reading text especially reading speed students will be easier and faster understanding the meaning of the words in the text, easy to understand, easy for students to find the main ideas in the text. So, high motivation will make the effective reading rate will also be higher.

5.2 Suggestions

Based on the conclusion mentioned above, the writer gives the following suggestions :

The first, reading is the key to mastering reading skills, increasing reading motivation is the main thing needed in mastering reading skills. Reading using speed reading will help students save time in reading. The use speed reading such as avoid vocalization, widen the span, use the eye swap, vary the reading rate, read for the main idea, eyes checking and pre-reading is also very necessary to support the achievement of reading speed that is in accordance with level education.

The second, to increase effective reading rate students must be able to build a mindset to themselves in reading. When do the reading speed then avoid external factors that can inhibit speed reading such as uncontrolled environment, and reading in a stressful condition will not be effective, because it will find it difficult to concentrate, so reading with a calm mind is necessary.

The third for the lecture, the students need more practice reading speed in the reading activity, the researcher suggests that the lecture give the activity that motivates the students in reading. The higher students' motivation in reading will improve their effective reading rate.

The last, for the researcher, this study is to examine the correlation between reading motivation and effective reading rate, although the result

of this study supported by the previous study, the researcher believed that this research is still lack of many things, the researcher hopes that this study can be useful for the future researcher.

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