

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Motivation

1. Definition of Motivation

Many psychologists have given various definitions of motivation because it is an abstract concept that is not easy to define. It is internal to person. Nonetheless, experienced teachers know the important of motivation as one of the important forces that guides students' action. Paul Eggen and Don Kaucak say: "Motivation is a force that energizes, sustains and directs behavior toward a goal and researchers have found a high correlation between motivation and achievement."¹

In learning English language, motivation is very important. A student will study hard if there is motivation from himself or from his environment. The student will get better score and study hard because he has motivation. Grolier says hypothesized cause of behavior: the determinant of behavior's arousal, vigor, direction, and persistence."²

¹ Paul Eggen and Don Kaucak, *Educational Psychology Windows on Classrooms*, (Boston: Pearson Merrill Prentice Hall, 2004), p.349.

Key to control and guide behavior is the understanding of needs, motive and interest. The understanding and proper use of motivational techniques bring interest, good moral, effective learning and a sense of real achievement to the classroom.

Gonzales and Willems says “Motivation is something satisfies of wishes and self needs.”³ Motivation is very important for us without motivation people almost certainly fail to make necessary effort. Congruently, much of teacher’s work center around problems motivation, the teacher who fails is the one is unable to take proper account of motivational needs and interest. How to appraise the results of teaching methods in terms of their effect upon interest and motivation, how to diagnose interest and motivates are persistently missed by teacher.

Without a knowledge of the needs give rise to it may lead to error in treatment. “Motivation is the power or forces or energy and a complex state and preparatory set of organism to

³ Alyssa R. Gonzales and Patricia P. Willems, *Theories in Educational Psychology*, (Newyork: Rowman & Littlefield, 2013), p. 36.

move, motion motive to the purpose consciously or unconsciously.”⁴

Many students are lazy in studying and many students get bad score. From this code maybe the students don't have motivation in learning English. So, the teacher job is giving motivation to the student, to make them study hard and interest in learning English.

Whittaker in Wasty says “motivation is the conditions or the situation which motivated to people to achieve a goal. According to Clifford T. Morgan the aspect of motivation is motivating states, motivated behavior and goals or ends of such behavior.”⁵ Motivation is some kind of internal drive that encourages somebody to pursue a course of action. If the people perceive a goal (that is, something to be achieved) and if that goal is sufficiently attractive, it will be strongly motivated to do whatever is necessary to reach that goal.

Abraham Maslow says there are 5 hierarchies of needs:

1. Self actualization
2. Esteem needs

⁴ Paul Eggen and Don Kaucak, *Educational Psychology Windows on Classrooms*, p.351.

⁵ Wasty Sumanto, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 1998), pp. 205-206.

3. Physiological needs are very necessary to survive.
4. Social needs
5. Safety and security needs.⁶

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Williams and Burden in Harmer suggest that motivation is "a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and or physical effort so that the person can achieve some previously set goal."⁷ Goal can be different types for example, if the person want to win a TV general knowledge quiz, may put in incredibility long hours of fact learning activity.

Although the achievement of the students may very wide, motivation comes from sharing a common interest in learning about something. There is evidence to suggest a defendant relationship between motivation and success. The student is successful because he is motivated. He works hard, he experiences success and he feel good about himself. According to Blair "Motivation means learning

⁶ Ngalim purwanto, *Psikologi Pendidikan*, (Bandung: Remaja Rosdakarya, 2003), p. 77.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2004), p.51.

how to direct appropriately the great energies of which the individual is capable.”⁸

According to Hornby “Motivation is that which causes somebody to act.”⁹ Every motivation act has purpose. Generally the purposes of motivation are for actuating or moving someone in order to appear their wishes and willingness to do something, so that can make setting goal or achieve the certain purpose. For example, a student studies hard until midnight because tomorrow will be tested, and he wants to get good score, because his parent or her family will give his present if he got good score.

For as Rogers in Harmer Writes, “motivation is a much of matter of concern for the teacher as it is for the learner, it depends as much on the attitudes of the teacher as on the attitudes of the students.”¹⁰ The teacher should motivate his or her students to learn, for example by giving the different activities that are enjoyable and interesting that can be found in tongue twister practice.

⁸ Glenn Myers Blair, et al, *Psychology*, (Johannesburg :Macmillan, 1975), p.166.

⁹ As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Walton street, Oxford University press, 1974), p. 551.

¹⁰ Harmer, *The Practice of English Language Teaching*. p.54.

Clearly, the major factor in the continuance of the students' motivation is the teacher. Many students are lazy in study and many students get bad score; from this case maybe the students don't have motivation in learning. So, the teachers' job in this case is giving motivation to the students, to make them study hard and interest in learning English.

Then will simply say that motivation has been conceived of in such varied terms as involving inner forces, behavior response to stimulate and sets of beliefs and effects. From the definition above, the writer can get a conclusion that motivation is a complex problem, because it is an abstract concept.

Motivation will cause an energy change in human body. In teaching learning process, giving motivation to the students is means to support them to learn. It can change or influence not only their learning but also their behavior.

2. Kinds of Motivation

Motivation can be divided into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is derived from external incentives). Both of these have an important part

to play in classroom motivation, and both are at least partially accessible to teacher influence.¹

a. Intrinsic Motivation

Motivation that comes from the individual itself called as intrinsic motivation. “Intrinsic motivation comes from within the individual.”² It means that motivation is a desire which comes from inside to do something. Blair said that intrinsic motivation involves the internal motivation to do something for its own sake. For example, another student may study hard for a test because he or she enjoys the content of the course.³ So, intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something.

¹ Penny Ur, *A Course in Language Teaching Practice and Theory*, (New York: Cambridge University Press, 1996) p. 276.

² Harmer, *The Practice of English Language Teaching*, p. 51.

³ Blair, et al, *Psychology*, p. 418.

According to Berliner, intrinsic motivation can be found in four components; interest, needs, hobby and goal.⁴

Those four components will be described as follows:

1) Interest

Students with an interest on a subject tend to pay attention on it. They feel it makes a difference to them. They want to become a fully aware of its characters. Interest is the factor which determiners an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest. Students enjoy dealing with the subject they learn because he or she believes it can lead them to success. In teaching learning process the teachers should not only transfer the knowledge to the students, but they should also increase their interest in learning in order that they want to learn harder. According to Stone and Nielson “on personal there

⁴ N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984), p. 374.

is a positive interest that will increase the character of success”.⁵ It could be conclude that interest is one of the component that can motivate someone in achieving something.

2) Need

Need is a condition of tension in an organism resulting from deprivation of something required for survival well-being, or personal fulfillment a substance, state or any other thing.

It means that need is a circumstances in which something is necessary. In his book, Harmer stated the term “need” is used to denote some interfered common characteristics of the motivational basis for the behavior of an individual.⁶ It means that in observing individuals in different situation, we sometimes note consistencies in their behavior. Someone usually do anything they can due to their need, and the things they do refer to their independency.

⁵ David R. Stone and Elwin C. Nielson, *Educational Psychology*, (New York: Harper and Row Publishers, 1983), p. 165.

⁶ Harmer, *The Practice of English Language Teaching*, p. 259.

3) **Hobby**

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time.⁷ So, hobby is an activity which is done for pleasure and it is usually something that you really enjoy to do it. Hobby usually did for pleasure during someone's free time. That means hobby refers to like or pleasure doing something for wasting time.

4) **Goal**

The writer has said that motivation is closely bound up with a person's desire to achieve a goal. The learner is very aware of the goals of learning activities, and directs his or her efforts towards achieving them. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. For the example; the students works hard for his or her paper because they wanted to achieve their goals. Almost all people have goals in every activity that they want to do in their daily

⁷ Wasty, *Psikologi Pendidikan*, p.107.

life. Goal can lead someone to do or avoid something related to the goal itself.

In teaching and learning activity, the students have to know and decide their purposes in learning, because it can be a great motivation for them. If the students know the appropriate purposes, they will prepare everything that can help them to achieve everything they want.

b. Extrinsic Motivation

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks.”⁸ Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value.

We can find many sources of motivation, but actually motivation only has two big sources, the first source comes

⁸ Ur, *A Course in Language Teaching Practice and Theory*, p. 277.

from within the individual itself or known as intrinsic motivation and the second is extrinsic motivation, which appears from the outer side of and give some influences to the individual like give incentives, social pressure or punishment. Gage and Berliner stated that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments.⁹ The concept of the three basic elements would be described as follows:

1) Teachers

A major factor in continuing of a student's motivation is the teachers. Teachers have an important role in learning activity because they will be the students' parents as long as they stay at school. The teachers are not only a person who transfers the knowledge to the students, but also as a motivator who can support the students in learning activity. Teachers should not only give the knowledge to the students but they should also increase the students' interest in learning in order to make the students study harder and have a higher motivation in learning.

⁹ Gage and Berliner, *Educational Psychology*, p. 441.

2) Parents

Students who are encouraged by their parents will try new things and try to give high performance to get reward from their parents. As a result they will get better achievement. According to Harmer “Parents’ attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial”.¹⁰ The role of parent, especially learning activity is really crucial, because they are the main role model for their children.

3) Environment

A student who has higher motivation in learning and though by a qualified teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment. According to Harmer, there are two kinds of environment which can influence the students in learning; home environment and classroom environment.¹¹

¹⁰ Harmer, *The Practice of English Language Teaching*, p. 51-52.

¹¹ Harmer, *The Practice of English Language Teaching*, p. 64.

To sum up, there are two kinds of motivation in learning activity. Those comes from the internal derives of students which called as intrinsic motivation and the other one are motivation that come from external which called as eternal motivation. Both of those motivations play an important role in learning.

B. Reading

1. Definition of Reading

Known that reading is very important for us. Through reading will know something that all didn't know before and can get some informations all of the world. It is very important to improved our human resources to get what our wishes in the future.

Reading is the meaningful interpretation of printed or written verbal symbol. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer. The beginning reader must learn not only that the add-looking marks represent the written form of language is meaningful and differs from spoken language.¹²

¹² Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (New York : Longman, 1981), p. 8

To summarize, reading maybe defined as “the act of responding with appropriate meaning to print or written verbal symbols.”¹³ Reading is an active process of communication from the writer to readers, that the reader can take meaning to the printed page. It is also a process to understand the content of the text. Watch the television and read the information in it. Can also watch the foreign film and read the text. So, can understand that reading is more important and useful.

According to Manser that “Reading is way in which something is understood.”¹⁴ that people must look for knowledge without limitation of time and place. A good friend who always accompany us whenever we are and whatever you do is reading book. Reading books has become a part of life, beside reading magazines, newspaper and bulletins or so on. Therefore, if a person does not read them, he or she will miss the lates information of science and technology in our life.

¹³ Harris and Sipay, *How to Increase Reading Ability*, p. 9

¹⁴ Martin H. Manser, *Oxford Learner's Pocket Dictionary*,(New York: Oxford University Press, 1995), p. 343

“Reading is to get meaning of something that is written or printed by understanding its letter, signs, or numbers.”¹⁵

In reading, the reader tries to comprehend what writer conveys through his writing and by reading someone can get a lot of knowledge and entertainment which are presented by the author. Reading is also a way motivating a student to learn the language. It is an affective way of extending vocabulary.

*Membaca adalah suatu proses yang dilakukan serta dipergunakan oleh pembaca untuk memperoleh pesan yang hendak disampaikan oleh penulis melalui media kata-kata atau bahasa tulis (a process of communication from the writer to reader, that the reader can take meaning to the printed page). Dari segi linguistik, membaca adalah suatu proses penyandian kembali dan pembacaan sandi (a recoding and decoding process).*¹⁶

Reading is the process of transferring knowledge or information from one person or writer to another as reader. They know that reading may take place anywhere, anytime such as: at school, in the mosque, in the house, in the morning or at night.

Reading is bringing meaning to and getting from printed or written material “*Memetik serta memahami arti atau makna*

¹⁵ Jonathan I. Goldman and Andrew N.S, *Webster's New World Student Dictionary*, (Johannesburg : Macmillan, 1996), p. 735

¹⁶ Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung : Angkasa, 1987), p.7

yang terkandung didalam bahasa tertulis."¹⁷ Reading is also based on the student. student's preexisting concepts about world and about the text to be read. Into this frame work, the reader fits what he or she finds in any passage if new textual information doesn't fit into a reader. The reader misunderstands the new material ignores the new material or receives the schemata to match the facts with the passage.

Reading is the process to understand a written text which means extracting the required information from it as efficiently as possible. The students' problem of foreign language is that he doesn't know the language well enough to chunk effectively. He tends to read word by word, especially if the text is difficult.

"Reading is look at and be able to understand something written or printed."¹⁸ In reading, the reader tries to comprehend what the writer conveys through his writing and by reading someone can get a lot of knowledge and entertainment which are presented by the author. Reading is also a way motivating a

¹⁷ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, p. 8.

¹⁸ As Hornby, *Oxford Edvanced Learner's Dictionary of Current English*, (Walton street: Oxford University Press, 1974), p. 698.

student to learn the language. It is an affective way of extending vocabulary.

Reading is a process, or perhaps process but not a subject. As Artily summarized in his survey of trends and practice:

The approach with recognized promise is one providing for the close integration of reading and study with the teaching of the various content areas. Since the teaching of content assumes that the learner will need to purpose fully select, comprehend, organize, evaluate apply ideas, generalizations, and principles. All of these being reading competencies. The close alliance of subject matter and reading is a natural and obvious one.¹⁹

From some definition above, it can be concluded that reading is one of the tool that used to make communication between reader and writer. Eventhough, every countries or societies have its own way to symbolize their written language but can be learned or get information from it. When the people want to comprehend a reading text, not only know the meaning of the words but also improving our knowledge.

2. The Kinds of Reading

Strategy of reading has two kinds, there are:

¹⁹ H. Alan Robinson, *Teaching Reading and Study Strategies*, (Boston : Allyn and Bacon Inc, 1976), p. 4 -5.

1. Oral Reading

Reading some books with sounds to know the spelling, pronunciations, and fluency of the student ability.

2. Silent Reading

Based on Tarigan's which quoted from Moulton stated when use visual memory in this case, the active organ is eye (the view, eyesight) and memory.

Oral reading and silent reading is very useful for teaching English, it will be increasing the student's vocabulary, word analysis skill word recognition and pronunciation.

The silent reading has two kinds, there are:

- a. Extensive Reading
- b. Intensive Reading.²⁰

A distinction needs to be made between intensive and extensive reading, where the student is expected to read short passages and understand everything. while Extensive reading is

²⁰ Tarigan, *Membaca Merupakan Suatu Keterampilan Berbahasa*, p. 12.

where the student reads to understand the main idea of passage, but is not concerned with understanding every word.²¹

The teacher can be discussed the importance of extensive reading for the development of our students' word recognition and for their improvement as reader overall. But it is not enough to tell students to read a lot, the teacher need to offer them a program which includes appropriate materials, guidance, task and facilities such as permanent or portable libraries of books.

In order to get the students to read enthusiastically in the class, the teacher needs to work to create interest in the topic and tasks. However, there are further roles need to adopt when asking students to read intensively: Organizer, observer, feedback organizer, promoter.²²

Extensive reading has three kinds, there are:

- a. Survey reading
- b. Skimming
- c. Superficial reading

Intensive reading has two kinds, there are:

1. Content study reading, there are:

²¹ John Haycraft, *An introduction to English Language Teaching*, (London: Long man, 1978), p. 117.

²² Harmer, *The Practice of English Language Teaching*, p. 210-213.

- a. Close reading
 - b. Comprehensive reading
 - c. Critical reading
 - d. Reading for ideas
2. Language study reading, there are:
- a. Foreign language reading
 - b. Literary reading²³

3. The Purposes of Reading

Generally, the purpose of reading is to get the meaning from written symbols, one of the most important tasks of the reader is to dig out and find what the writer would say.

1. Reading for details or facts is reading to know what is done by the subject of the story
2. Reading for main ideas is reading to get the problem statement
3. Reading for sequence or organization is reading to know each part of story
4. Reading for inference is reading to know what the writer means by his story
5. Reading to classify is reading to find unusual things
6. Reading to evaluate is reading to know the values of the story
7. Reading to compare or contrast is reading to compare the way of life of the story with the way of life of the reader.²⁴

²³ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, p. 12

²⁴ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, p. 9-10

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Certainly, reading is an important activity for expanding knowledge of a language, but only under certain conditions we may ask ourselves several questions.

Reading texts also provide opportunities to study language vocabulary, grammar, punctuation and the way we construct sentences, paragraphs, and texts. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses, and be the springboard for well-rounded, fascinating lessons.²⁵

Reading is important activity, not only as a source of information, but also extending knowledge of language. More and less student's knowledge inflected by how often and how long the student read. By reading, the people can get some advantages such as improving our ability in learning English. Reading is the bridge for the success in the future. Some people

²⁵ Harmer, *How to Teach English*, p.68

say that the higher someone gets his knowledge, the bigger is his opportunity to reach his intention.

Reading text is also provides good models for English writing. When teach the skill of writing, it is very necessary to show students models of what encourag them to do:

Reading text used in class should preferably be short, as with classroom activities. Students need to be able to skin a text as if there were casting their eye over its surface to get a general idea of what it is about, just as with scanning if they try together all the detail at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics.²⁶

Reading is the process to understand the content of the text, which is done by reader to get information. It is given through written language and aimed to comprehend the meaning of the text. From the reading of the sentence the students progress to the reading of paragraph and short passage.

The success of the reading program depend not only on the teachers knowledge and the selection of content and skills but also on how the environment is organized for learning. More the students are expected to be independent in their activities; more the program must be organized. Students must

²⁶ Harmer, *How to Teach English*, p.69.

know what is expected of them and how they can best accomplish the task assigned. Eskey in Simanjuntak says “that once reading material appropriate to the level and interests of a particular student has been identified, the more of the material that student reads, the better and the more quickly his reading skill will develop.”²⁷

Therefore, the teacher has to choose reading text appropriate to students’ level. They also have to know the strength and weakness of the text book that the students used. The text which is too far beyond students’ level will make them frustrated and unmotivated to read.

C. Reading Motivation

1. The Understanding of Reading Motivation

As what explained before that motivation is kind of internal derives that pushes someone to do things in order to do something, and it has a significant role in teaching learning process. In terms of reading speed, motivation to read has an important role due to reading activity and its speed. As an

²⁷ Edithia Gloria Simanjuntak, *Developing Reading Skill for EFL students*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1998) p.12

important factor in reading, the lack of motivation as the origin of the problems lot of teachers faced in the learning environment.²⁸ It is known that reading motivation contributes to students' comprehension of they read and their reaching success at school and its comprehension predicts their achievements.

In real life, people generally read something because they want to or have a desire to do so and purpose to achieve. Someone who has a huge motivation in reading means that he or she felt the enjoyment of reading activity.

The same concept of reading motivation declared by Edmunds and Bausermanin that reading motivation can be defined as the enjoyment and internal derives of reading activities for one's sake. 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

²⁸ Edmunds & Bauserman, What Teachers Can Learn about Reading Motivation through Conversation with Children, The Reading Teachers, 2006, pp. 414-424.

reading comprehension will also automatically affect its speed.²⁹

Motivation in reading, especially for the students became the factor of how many information and comprehension someone will get after he or she read a text. “Reading motivation has a determining effect on students concerning how much they will read.”³⁰ Based on those statements, motivation in reading not only predicts students’ achievements and comprehensions, but indicates that it also predicts how much students will read and how much time they will spare. In other words, there is a relation between reading amount and reading motivation.

The motivation of reading itself affected by lots of factors, and those factors depend of the reader’s personal reason in deciding their reading purposes. Those purposes could be the desire to seek knowledge, the pleasure of reading activity or the enjoyment of learning the languages. Students usually increase their motivation in reading if they love the content of the book

²⁹ Edmunds & Bauserman, *What Teachers Can Learn about Reading Motivation through Conversation with Children*, p. 340

³⁰ Guthrie, J. T., & Wigfield, A, *Engagement and Motivation in Reading*, *Reading Research Book*, 2000, p. 403

and environment that support them. Meanwhile, students will decrease their reading motivation if they could not find the enjoyment of reading and support from the environment. “Social life including friends and parents, student’s freedom to choose their own book to read and also difficulty of books level are an essential factors effecting reading motivation”.³¹

Based on the explanation above, the writer concludes that reading motivation is a kind of internal derives that pushes someone to read, it could come from internal or external. Reading motivation that come from internal causes by the reader’s personal desire to find information or maybe only for pleasure. While reading motivation comes from external drives, it may caused by reader’s social life, such as find information for educational purposes or demands for a job.

2. Dimensions of Reading Motivation

Motivation in reading is affected by the reason of why someone do or avoid the reading activity. According to Watkins and Coffey the reading motivation consists of eight main dimensions, those are (1) Grades compliance, (2) Involvement,

³¹ Edmunds & Bauserman, *What Teachers Can Learn about Reading Motivation through Conversation with Children*, p. 415.

(3) Social, (4) Competition, (5) Reading work avoidance, (6) Curiosity, (7) Recognition, (8) Efficacy.³² Here are the explanations.

a. Grades-Compliance

Grades-compliance is a combination factor of the Compliance, Grades and Recognition factors. This dimension represents performance concern and extrinsic sources of motivation. This dimension focuses on grades and compliance with reading work demands.

b. Involvement

This factor is clearly related to the general involvement, but focused on the specific reason to enjoying mystery stories. “Reading involvement refers to the enjoyment involved with reading different kinds of texts, it is the feeling of engagement between the readers and their reading text”.³³ Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

c. Social

³² Marley W. Watkins & Debra Young Coffey, Reading Motivation: Multidimensional and Indeterminate, *Journal of Educational Psychology*, 2004, pp. 110-116.

³³ Watkins & Coffey, *Reading Motivation*, p. 124.

Social dimension of reading is a factor reflecting aspects of reading. This aspect is kind of internal desire to connect with others through reading activity. In addition, William states “dimensions of social in reading motivation is the relationships among academic achievement and social goals, social competence, and social responsibilities”.³⁴ Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

d. Competition

Reading Competition is concerned with an individual's attempt to outperform others in reading. Dimension of competition in reading pushes someone to be a better reader than others around them.

e. Reading Work Avoidance

This factor is the most clearly and consistently factor in term of motivation in reading. It is the factor that identified

³⁴ Edmunds & Bauserman, *What Teachers Can Learn about Reading Motivation through Conversation with Children*, p. 428.

why reader are commonly avoids reading, and do not make reading as a habitual activity.

f. Curiosity

Watkins and Coffey stated “curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest”.³⁵ It means that curiosity is the desires to know a text. Commonly, curiosity comes from someone’s internal motivation to find information or reading for pleasure.

g. Recognition

Reading Recognition is related with tangible forms of recognition such as teacher or peer approval in reading. Recognition related to the relationship with others, whether it is the teacher or the reader’s friends. This dimension represents how other people recognize someone as good reader or not.

h. Efficacy

Efficacy refers to readers’ beliefs about their ability and constancy in reading habits. In this point of view, students

³⁵ Watkins & Coffey, Reading Motivation, p. 115.

believe that they have a better ability in reading than any other materials.

According to the above statements, the dimensions of reading can be concluded as eight main factors which can measure the students' motivation in reading. According to those dimensions of reading, factors that motivate students to read can be found.