

**THE READING MOTIVATION
OF HIGH AND LOW ACHIEVING STUDENTS IN EFL CONTEXT
(A DESCRIPTIVE STUDY TO THE 10TH GRADE
OF SMKN 2 SURAKARTA IN ACADEMIC YEAR OF 2019/2020)**

THESIS



Written by:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SEBELAS MARET UNIVERSITY**

2020
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**Submitted to Teacher Training and Education Faculty
of Sebelas Maret University to Fulfill One of the Requirements for Getting
the Undergraduate Degree of Education in English Department**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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PRONOUNCEMENT

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I hereby declare that the thesis entitled "The Reading Motivation of High and Low Achievement Students in EFL Context (A Descriptive Study to The Grade 10th of SMK in Surakarta in Academic Year 2019/2020)," is originally composed by myself. It is not a plagiarism nor written by others. The things related to other people's works are written in quotations and included within the bibliography.

If it is, then, proven that I cheat, I am ready to take the responsibility including the withdrawal of my academic title.

Surakarta, September 2020

The Researcher,



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CONSULTANTS APPROVAL

This thesis has been approved to be examined by the Board of the thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta

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ABSTRACT

Harun Arwanto. K2216032. **THE READING MOTIVATION OF HIGH AND LOW ACHIEVING STUDENTS IN EFL CONTEXT (A DESCRIPTIVE STUDY TO THE 10TH GRADE OF SMKN 2 SURAKARTA IN ACADEMIC YEAR 2019/2020)** First Supervisor: Dra. Dewi Rochsantiningsih, M.Ed.,Ph.D. Second Supervisor: Ellisa Indriyani. P.H, S.Pd., M.Hum. Thesis. Surakarta: Teacher Training and Education Faculty. Sebelas Maret University. September 2020.

Reading is an activity which has some advantages for readers. Nowadays, students tend to consider that reading a book is a boring activity, especially when they have to read books in English. Therefore, they need a motivation to encourage them to read in English. This study was aimed 1) to describe the reading motivation of high and low achievings students of grade 10th of SMKN 2 Surakarta in the EFL context, and 2) to identify which one is more dominant (intrinsic or extrinsic) motivation for both high and low achieving students of grade 10th of SMKN 2 Surakarta in reading English text.

The study was designed as a descriptive research. The techniques of collecting data in this study were questionnaire and interview. The data from questionnaire were analyzed to find the frequency and percentage in each indicator, while the interview results were interpreted and grouped based on the construct of intrinsic and extrinsic motivation.

The quantitative results showed that high achieving students' reading motivation in English was higher than low achieving students. The reading motivation percentage of high achieving students was 67,50%, while the percentage of low achieving students was 60,43%. On the other hand, qualitative results showed that extrinsic motivation was more dominant for both high and low achieving students in reading English text. Grade, Compliance, and Competition were the strongest indicators for the students to read English text.

This study implies that teachers need to have skills or strategies to increase reading motivation in low achieving students and encourage all students to be intrinsically motivated to read in English.

Keywords: *reading motivation, intrinsic motivation, extrinsic motivation, high achieving, low achieving, EFL students.*

MOTTO

Allah will not change the condition of people until they change what is in themselves.

(Q.S. Ar Ra'd: 11)

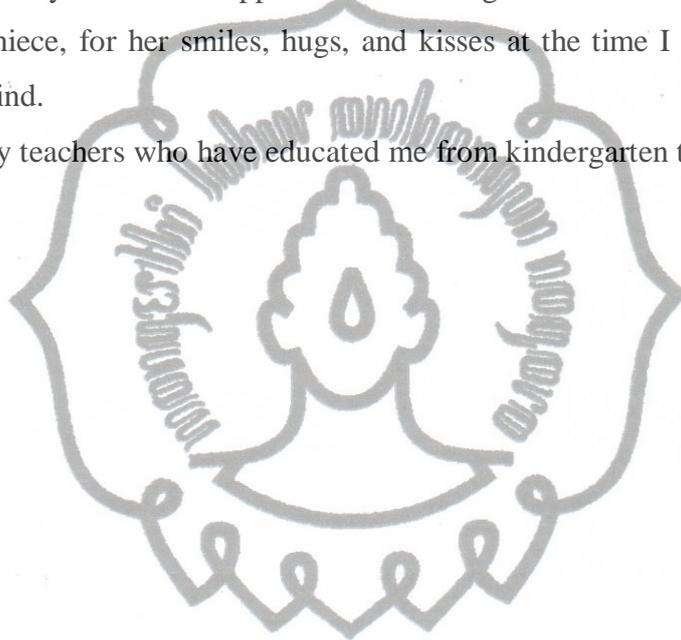


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DEDICATION

This thesis is wholeheartedly dedicated to:

1. My father, Sukarno, and my mother, Sukarni, who always provide motivation, prayer, support, and endless love.
2. My brother, Sigit Arif Bowo, and my sister-in-law, Oktalifa Hanna Maulina, who always care and support me. Thanks go to Hanif Nashifah Nahla, my little niece, for her smiles, hugs, and kisses at the time I needed to refresh my mind.
3. All my teachers who have educated me from kindergarten to university.



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I was finally able to complete this thesis. Therefore, my gratitude is for those who contribute in completing my thesis:

1. The Dean of Teacher Training and Education Faculty, Dr. Mardiyana, M.Si.
2. The Chairman of the English Education Department, Dr. Ngadiso, M.Pd.
3. My first supervisor, Mrs. Dra. Dewi Rochsantiningih, M.Ed., Ph.D.
4. My second supervisor, Mrs. Ellisa Indriyani. P.H, S.Pd., M.Hum.
5. My academic supervisor Drs. Martono, M.A.
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7. My supervisor in internship, Mrs. Hindriati, S.Pd and Mrs. Enny Setyo Mujiningsih, S.Pd, M.Pd.
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Surakarta, September 2020

Harun Arwanto

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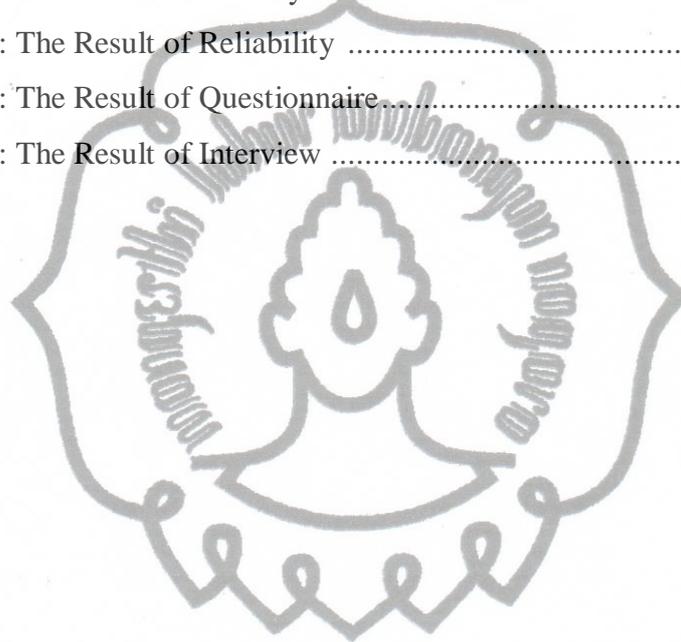
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LIST OF ABBREVIATION

- EFL : English as Foreign Language
L2 : Second Language
ESL : English as Second Language
MREQ: Motivation for Reading in English Questionnaire
MRQ : The Motivation for Reading Questionnaire

