

**THE RELATIONSHIP BETWEEN SANTRI'S READING ATTITUDE,
READING MOTIVATION AND READING ACHIEVEMENT**



By:
BANATUL MURTAFI'AH
16716251003

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ABSTRACT

MURTAFFI'AH, B. *The Relationship between Santri's Reading Attitude, Reading Motivation and Reading Achievement.* Thesis. Yogyakarta: Graduate School Yogyakarta State University, 2018.

This study set out with the aim of examining: (1) the dimensions of *santri's* reading attitude and reading motivation; (2) the relationships between *santri's* reading attitude, reading motivation, and reading achievement; (3) the differences in *santri's* reading attitude, reading motivation, and reading achievement by demographic-related variables; and (4) the best predictors of reading motivation, reading attitude, and reading achievement among the demographic-related variables.

This research was categorized as correlational research in which it was not only investigating the relationships among constructs but also seeking the predictors that influence the dependent variables. Three hundred and nineteen (319) students at *pesantren*-based senior high schools in Yogyakarta Special Region province participated in this research. The data were collected through questionnaires and test. Two questionnaires were used in this study, i.e., the reading attitude questionnaire adapted from McKenna et al., (2012) and the adapted version of Motivation for Reading Questionnaire (MRQ) from Wigfield and Guthrie (1997). The test was in the form of reading comprehension test which was used to measure students' reading achievement. The data were analysed using exploratory factor analysis (EFA), confirmatory factor analysis (CFA), Pearson correlation, regression analysis, *t*-tests and analysis of variance (ANOVA) tests.

The obvious findings to emerge from this study include: (1) *santri's* reading attitude was represented by two dimensions, i.e. academic reading and recreational reading, while *santri's* reading motivation manifested in seven dimensions, i.e. reading challenge, reading involvement, importance of reading, reading efficacy, competition in reading, compliances, and social reasons for reading; (2) there were significant and positive relationships between *santri's* reading attitude, motivation, and achievement with the strongest relation occurred between reading achievement and academic reading attitude ($r = .34, p < .01$); (3) *santri's* reading attitude, motivation, and achievement differed significantly by gender, grade, and family income; (4) gender explained the majority of the dependent variables, including academic reading, recreational reading, reading involvement, importance of reading, competition in reading, and reading achievement.

Keywords: *reading attitude, reading motivation, reading achievement, santri*

ABSTRAK

MURTAFI'AH, B. *Hubungan antara Sikap Membaca, Motivasi Membaca dan Ketercapaian Membaca Santri.* Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2018.

Penelitian ini bertujuan untuk menginvestigasi: (1) dimensi sikap membaca dan motivasi membaca santri; (2) hubungan antara sikap membaca, motivasi membaca, dan ketercapaian membaca santri; (3) perbedaan sikap membaca, motivasi membaca, dan ketercapaian membaca santri berdasarkan variabel demografik; dan (4) prediktor dari sikap membaca, motivasi membaca, dan ketercapaian membaca santri di antara seluruh variabel demografik yang ada.

Penelitian ini adalah penelitian korelasi yang tidak hanya menginvestigasi hubungan antar konstruk namun juga menginvestigasi prediktor yang mempengaruhi variabel dependen. Responden penelitian ini adalah 319 siswa di empat Madrasah Aliyah berbasis pondok pesantren di provinsi DIY. Data dari penelitian dikumpulkan melalui kuesioner dan tes. Kuesioner yang digunakan adalah kuesioner sikap membaca siswa yang diadaptasi dari McKenna et al., (2012) dan kuesioner motivasi siswa (MRQ) yang diadaptasi dari Wigfield dan Guhtrie (1997). Sementara itu, tes yang digunakan adalah dalam bentuk tes membaca Bahasa Inggris yang digunakan untuk mengukur ketercapaian membaca. Data yang diperoleh kemudian dianalisis dengan analisis faktor eksploratori dan konfirmatori, korelasi Pearson, analisis regresi, uji *t*, dan uji ANOVA.

Hasil penelitian menunjukkan bahwa: (1) dimensi sikap membaca santri diwakili oleh dua dimensi yakni *academic reading* dan *recreational reading*, sementara dimensi motivasi membaca diwakili oleh tujuh dimensi yang meliputi *reading challenge*, *reading involvement*, *importance of reading*, *reading efficacy*, *competition in reading*, *compliances*, and *social reasons for reading*; (2) terdapat hubungan yang signifikan dan positif antara sikap, motivasi, dan ketercapaian membaca santri dengan hubungan terkuat ada pada ketercapaian membaca dan *academic reading* ($r = .34, p < .01$); (3) perbedaan signifikan sikap, motivasi, dan ketercapaian membaca siswa ditunjukkan oleh variabel jenis kelamin, kelas, dan pendapatan keluarga; (4) jenis kelamin diketahui menjadi prediktor pada sebagian besar variabel dependen seperti *academic reading*, *recreational reading*, *reading involvement*, *importance of reading*, *competition in reading*, and *reading achievement*.

Kata kunci: sikap membaca, motivasi membaca, ketercapaian membaca, santri

PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama : Banatul Murtafi'ah
NIM : 16716251003
Program Studi : Pendidikan Bahasa Inggris – Pascasarjana UNY

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Banutul Murtafi'ah
NIM 16716251003

RATIFICATION PAGE

**THE RELATIONSHIP BETWEEN *SANTRIS*'S READING ATTITUDE,
READING MOTIVATION AND READING ACHIEVEMENT**

**BANATUL MURTAFAH
NIM 16716251003**

This thesis has been defended before the Board of Thesis Examiners of the
Graduate School of Yogyakarta State University
On 3rd of May, 2018

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Yogyakarta, 31 JUL 2018

Graduate School

Yogyakarta State University

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Prof. Dr. Marsigit, MA.

NIP 195707191983031004

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CHAPTER I

INTRODUCTION

A. Background to the Study

Reading English texts plays a critical role in human life. By reading, readers not only expand their knowledge and horizons but also gain new information that the author wants them to understand in certain ways (Harrison, 2004; Grabe, 2009; Nation, 2009; Noor, 2011). In addition, reading provides experience to the individuals so that they may gain deeper understanding of themselves and contribute to the development of emotional and moral as well as verbal intelligence of individuals for self-improvements, self-discovery, well-being, self-development, and progress (Harrison, 2004; Noor, 2011; Johari et al., 2013). Furthermore, reading also can be a source of enjoyment since it provides people with endless hours of fun and entertainment (Nation, 2009; Iftanti, 2012). Another significant aspect of reading includes its part in the language learning process. Reading becomes a primary source of second language input that can enrich the learners' knowledge of the language in terms of grammar, discourse structure and vocabulary (Nation, 2009; Salikin, et al., 2017). In addition, reading is useful for language acquisition thus it can enhance its process (Richards & Renandya, 2002; Krashen, 2004; Harmer, 2007). For these reasons, the teaching of reading for EFL students has acknowledged significant critical consideration in the last decades.

In the Indonesian educational context, particularly in secondary school contexts, reading English texts is definitely important for several reasons. First, it is tested in the National Examination in addition to listening. Thirty five out of fifty questions, or approximately 70% questions, in the English final examination for senior high school students, are reading questions while the rest of the questions are testing listening skills in the form of multiple choice questions (BSNP, 2017). Second, reading is a vital component of university study, since the majority of the references are written in English and students have to read English materials for their own major though they never speak English (Richards, 2015; McDonough et al., 2013). Therefore, reading is pivotal for secondary school students who are prepared to continue their study to higher education.

With respect to the importance of reading at secondary school, a considerable amount of studies has been published on middle and high school student's reading attitude and motivation. An early example of research into reading attitude includes a study conducted by Tullock-Rhody and Alexander (1980) about developing a scale for assessing attitudes towards reading in secondary schools. Over the past decade, most research in reading attitude has emphasized the investigation on the other factors that affect reading ability and attitude among middle and high school students such as family background and gender differences (Swalander & Taube, 2007; Logan & Johnston, 2009). Lately, a number of authors have also considered the importance of reading by conducting a survey measuring the attitude of junior high school students toward reading (McKenna et al., 2012; Conradi et al., 2013). Furthermore, previous

research has also investigated the interrelationships among the middle school students' ethnicity, gender, grade, motivation, reading instruction, engagement, and achievement (Unrau & Schlackman, 2006; Guthrie, Klauda, & Ho, 2013).

Despite the many studies on reading attitude and motivation for secondary school students, there is a relatively small body of literature that is concerned with attitude and motivation in reading English texts for *santri* at *pesantren*-based senior high school or private *Madrasah Aliyah* (MA). The majority of studies on *Madrasah Aliyah* is on Arabic (e.g. Muna, 2008; Syahroni, 2016; Wahidah, 2016); Al-Quran and Hadith (e.g. Niam, 2015; Salam, 2016); Character and Islamic Education (e.g. Jakaria & Ma'zumi, 2012, Mahmudi, 2014); Spiritual and Emotional Intelligence (e.g. Masitoh, 2014; Khoirunnisa, 2016); History of Islamic Culture (e.g. Anam, 2013); Mathematics (e.g. Arofah, 2010); Accounting (e.g. Khoirunnisa, 2011); Biology (e.g. Khomsin, 2011); and Guidance and Counselling (e.g. Saifuddin, 2011). Considering the big number of *santri* studied in private MA from several types of *pesantren* in Yogyakarta province, i.e. 6.776 students compared with 53.581 students of general senior high school, or approximately one ninth of senior high school students in Yogyakarta study in private MA in 2017 (http://bappeda.jogjaprovo.go.id/dataku/pencarian_data/index) a study on attitude and motivation in reading English texts is important.

The present study, therefore, focuses on the investigation of the relationship between *santri*'s reading attitude, reading motivation, and reading achievement. The relationships between these variables and the students' demographic variables are also examined in this study.

B. Identification of the Problem

The desirable condition for the English language teaching may include: (1) students' ability in using English; (2) students' active participation during the teaching and learning process; and (3) students' achievement of the learning objectives which can be measured from their final scores for the mid or semester test.

The realities in some *Madrasah Aliyah*, however, are still far from the ideal condition. A preliminary interview with the teachers of grade X and XI showed that several problems arise in the English classroom. The problems are categorized based on four aspects, namely: input, process, output, and outcome.

1. Input

Input covers the problems related to the curriculum, materials, syllabus, and students. A preliminary observation revealed that the teachers found no problem with the curriculum and syllabus. However, the limited numbers of materials available for the teachers were found to be a serious problem for the teachers. Students in this aspect refer to the term *santri* which mean those who live in *pesantren* and attend the formal school there. Problems related to the students are complicated since the school in *pesantren* environment is far different from other formal schools. Regulations in *pesantren* for the students are very strict. Students are prohibited to bring any communication devices such as laptop or cell phone. Thus, their access to the information, communication, and technology (ICT) is limited to the use of ICT facilities from the school. They are also prohibited to leave the area of *pesantren*

without having permission. To the researcher's observation, the classes in *Madrasah Aliyah* in *pesantren* are divided based on gender and program. Regarding the students' motivation and attitude, the English teacher admitted that gender and program do affect them. Therefore, in relation to English, the problems from the students cover: (1) they do not realize their needs of English so that they have low motivation in learning English in the classroom, (2) most of them have no dictionary and other materials besides those provided by the school, and (3) most of them do not put English as a priority since they prefer to learn about the religious matters rather than learn general subject in the school such as English.

2. Process

Process covers the interaction in the classroom between the students and the teacher, and among the students. The teaching learning process in a formal school under the *pesantren* authority is different from other schools. To the researcher interview with the English teacher, female students are more motivated than male students. To the researcher's observation in the science class for girls, the students during the learning process were active. They asked questions when they did not understand the materials explained by the teacher. The teaching and learning process in *Madrasah Aliyah* also takes longer time than in the general school. After the school is over, the students have to attend the *Madrasah Diniyah* for about an hour long. Therefore, students in *pesantren* attend for about seven to eight hours of school per day with one day-off for each week on Friday.

3. Output

Output refers to the result of students' learning in the mid semester and also in the final semester. One of the English teachers admitted that the students' scores for mid and final semester tests did not reflect the students' real performance since those with higher ability helped the other students whose performance is lower than them. The teacher stated that this condition happened because *santri*'s family bonds are very strong as they live together both in the dormitory and the school. The teacher on the other school even admitted that the students' scores for mid and final semester were unsatisfactory.

4. Outcome

Outcome relates to the knowledge, ability or performance that a student is expected to comprehend after a period of study. The teacher admitted that the students who have good score in the first semester remain good in the next semester. Meanwhile, those with lower score also tend to have lower score with only small improvement.

C. Delimitation of the Problem

Among the problems that have been identified, those happened because of the influence of some factors such as the lack of the students' motivation and attitude towards learning English subject. Due to practical constraints, this study cannot provide a comprehensive investigation of the relationships among those variables in the four major English skills which include reading, writing, listening,

and speaking. Reading is chosen since it is a major skill that is used to test the students' achievement.

Therefore, this study is confined to revealing whether there is a relationship between the *santri's* attitudes and motivation in reading English texts and their reading achievements in four *pesantren*-based senior high schools in Yogyakarta Special Region.

D. Formulation of the Problem

This study is conducted to investigate the relationship between *santri's* attitude and motivation in reading English and their reading achievements in four *pesantren*-based senior high schools. Consequently, the current study attempts to answer the following problems:

1. what are reading attitude and motivation dimensions of *santri*?
2. are there any significant relationships between *santri's* reading attitude, reading motivation, and reading achievement?
3. are there any significant differences in *santri's* reading attitude, reading motivation, and reading achievement by demographic variables?
4. among the demographic variables, which variables are the best predictors of reading motivation, reading attitude dimensions, and reading achievement?

E. Objectives of the Study

This current study attempts to:

1. define *santri*'s reading attitude and motivation dimensions;
2. investigate the relationships between *santri*'s reading attitude, reading motivation and reading achievement;
3. investigate the differences in *santri*'s reading attitude, reading motivation, and reading achievement by demographic variables; and
4. investigate the best predictors of reading motivation, reading attitude dimensions, and reading achievement.

F. Significances of the Study

The study offers some important insights into the relationship between *santri*'s attitude and motivation in reading English text and their reading achievement theoretically and practically.

1. Theoretical

Concerning theory, both motivation and attitude are the important factors in language teaching. Therefore, it is necessary to test these two factors whether they have a relationship with students' learning achievement in the context of Islamic Secondary School in *pesantren*.

2. Practical

Practically, by investigating the problems and then finding the results, this research might help encourage teachers to select activities and tasks that boost students' positive attitude and motivation towards learning English and thus improve their achievements.

CHAPTER II

LITERATURE REVIEW

Chapter II presents several theories, relevance studies, conceptual framework and hypotheses of this study. The literature review covers the theories of reading, reading achievement, reading attitude, reading motivation, socio-economic status, gender, grade, and *santri*. The review of related studies presents about the previous related studies conducted to explore the relationship between attitude and motivation in reading and reading achievement, and also the relationship between these variables with the demographic variables. The conceptual framework covers the concept of the research developed based on the theories. In the end, this chapter also presents the hypotheses of this study.

A. Theoretical Review

1. Reading

a. Definitions

A considerable amount of literature exists regarding the definition of reading. Early definition of reading is from Horner (1998) who states reading as a complex activity which requires the readers to discover meaning, respond to the text, choosing information and observe the effect of the information they read at once. Similarly, Grabe (2009) argues for reading as a complex combination of processes that are used by the readers. Those processes include: (1) a rapid process, (2) an efficient process, (3) a comprehending process, (4) an interactive process, (5) a strategic process, (6) a flexible process, (7) a purposeful process, (8) an

evaluative process, (9) a learning process, and (10) a linguistic process. Furthermore, reading is defined as the process of understanding and interpreting the information in the written text from the printed page by the readers appropriately (Urquhart & Weir as cited in Grabe, 2009; Richards & Schmidt, 2010; Grabe & Stoller, 2013). In addition, not only is reading defined as a practice of making meaning from text involving several knowledges such as grammatical knowledge, vocabulary knowledge, and prior knowledge but also as an action of a communicative process between the writer ideas and the readers interpretation in the printed page which include both visual and nonvisual information (Johnson, 2008; Hamra & Syatriana, 2010; Richards, 2015).

Considering these definitions, the term reading in this present study is described as a complex process of comprehending and discovering meaning from written text involving grammatical knowledge, vocabulary knowledge, and prior knowledge by the readers.

b. The Importance of Reading

There is a large volume of published literature describing the importance of reading. Not only does reading expand the readers knowledge but it also provides new information that the writer wants them to understand in certain ways (Harrison, 2004; Grabe, 2009; Nation, 2009; Noor, 2011). In addition, reading provides experience to the individuals so that they may gain deeper understanding of themselves and contribute to the development of emotional and moral as well as verbal

intelligence of individuals for self-improvements, self-discovery, well-being, self-development, and progress (Harrison, 2004; Noor, 2011; Johari et al., 2013). Furthermore, reading also can be a source of enjoyment since it provides people with endless hours of fun and entertainment (Nation, 2009; Iftanti, 2012). Another significant aspect of reading includes its important part in the language learning process. Reading becomes a primary source of second language input that can enrich the learners' knowledge of the language in terms of grammar, discourse structure and vocabulary (Nation, 2009; Salikin, et al., 2017). In addition, reading is useful for language acquisition thus it can enhance its process (Richards & Renandya, 2002; Krashen, 2004; Harmer, 2007).

The importance of reading, by synthesizing the aforementioned literature, therefore, includes some aspects such as providing new information for the readers, enjoyment and opportunities for self-improvements, and being a primary source of second language input that further is useful for the process of language acquisition.

c. Reading Purposes

The literature on reading has highlighted several purposes of reading. Some writers (e.g. Birch, 2002; Linse & Nunan, 2005; Zhang & Duke, 2008; Richards, 2015) have proposed the purposes of reading such as getting the meaning and specific information, reading for pleasure or leisure, and learning about things or a subject matter. In addition, Richards (2015) offers the other purposes of reading such as reading for

everyday activities, reading for life, study, and work purposes. On the other hand, some also argue that the primary purpose of reading is reading for comprehension (Grabe, 2002; Grabe & Stoller, 2013). Besides reading for comprehension, Grabe and Stoller (2013) also offer the other purposes of reading such as reading to skim, reading to learn texts, reading to integrate information, reading to search for information needed for writing, and reading to critique texts.

Collectively, the purpose of reading derived from these theories include reading for getting both general and specific information, reading for comprehension, reading for pleasure, and reading for learning about things.

d. Types of Reading

Extensive theories have agreed to make a distinction between intensive and extensive reading (Richards & Renandya, 2002; Harmer, 2007; Nation, 2009; Richards & Schmidt, 2010; Richards, 2015). Intensive reading usually requires the students to work with short text and guidance from the teacher and aims to assist them in gaining thorough meaning from the text, developing reading ability and increasing both vocabulary and grammar knowledge (Richards & Renandya, 2002). This view is supported by Nation (2009) who writes that intensive reading can increase the students' knowledge of language features, e.g. vocabulary and grammar, and also improve their reading comprehension skills. The reasons that intensive reading might help the

students develop their reading ability and language features knowledge result from the fact that it requires a detailed focus on the construction of texts and a higher degree of understanding (Harmer, 2007; Richards & Schmidt, 2010). Therefore, since it needs more focus from the students and guidance from the teacher, intensive reading is conducted slowly and usually (but not always) takes place in classrooms (Harmer, 2007; Richards & Schmidt, 2010).

Extensive reading, on the other hand, requires the students to read a large quantity of books and other reading materials to nurture their reading habit and to develop their reading skills and strategies (Richards & Renandya, 2002; AL-Homoud & Schmitt, 2009; Richards & Schmidt, 2010; Richards, 2015). As it requires as much as reading, extensive reading is done often outside the classroom and outside of class time for the purpose of pleasure and is usually self-selected (Harmer, 2007; AL-Homoud & Schmitt, 2009; Richards, 2015). The types of reading materials for extensive reading include novels, web pages, newspapers, magazines, graded readers, and other materials (Harmer, 2007; Richards, 2015).

Throughout this thesis, the term intensive reading is defined as the reading with short text and guidance from the teacher that takes place in the classroom with the purpose to develop the students' reading comprehension skill and knowledge of language features. While extensive reading refers to reading many types of books or other

materials which is usually self-selected and is done outside the classroom with the purpose of pleasure to develop reading habit and strategies. Then, as one of the variables that are measured is reading achievement, the theories specifically related to the reading achievement are presented.

2. Reading Achievement

a. Definitions

There is a relatively small body of literature that is concerned with the definition of reading achievement. One of them is Petscher (2010) who defines reading achievement as an outcome that measure students' reading skills in the form of standardized and non-standardized tests. Guthrie, Klauda, and Ho, (2013), on the other hand, define reading achievement as the students' ability to answer the reading questions which involves their ability to comprehend information from the text. This present study, however, uses the definition first offered by Petscher (2010) who perceives it as outcome measuring reading ability of the students that includes both standardized and non-standardized measurement.

b. Factors Influencing Reading Achievement

A search of the literature revealed few theories which explain the factors that influence reading achievement. This research uses the factors suggested by Walberg and Tsai (1983) who state that there are nine factors that influence the reading achievement and attitude among adolescents or senior high school students which cover student age,

ability, and motivation; time devoted to study; amount and quality or effectiveness of instruction; psychological milieu of the home, school, and peer group outside the school that stimulate learning; and exposure to media.

c. Assessing Reading

There is a large body of literature that offers several reasons for assessing reading. Some authors (e.g. Grabe, 2009; Richards, 2015) have mainly similar reasons for assessing reading, such as testing the reading proficiency, assessing classroom learning, improving learning and teaching, assessing the effectiveness of teaching materials or a reading program (curricular effectiveness), and assessing for research purposes. Likewise, Nation (2009) holds the view that the reasons for assessing reading such as assessing to encourage learning, assessing to monitor progress and provide feedback (measuring achievement), assessing to diagnose problems, and assessing to measure proficiency. Table 1 presents the reasons for assessing reading, purposes, and ways to assess.

Table 1. Goals, Purposes and Means of Assessing Reading (Nation, 2009)

Goals of assessing	Purposes	Ways of assessing
Motivation	Encouraging learning	- Reading logs - Book reports - Comprehension tests - Speed reading graphs
Measuring achievement	Monitoring progress Guiding teaching Providing feedback to the students Giving a grade	- Comprehension tests - Speed reading graphs

continued

continued

Diagnosing problems	Separating reading difficulties Providing focused help	- Reading aloud - Vocabulary tests - Receptive grammar tests - Translation - Speed reading tests
Measuring proficiency	Giving a grade Observing if standards are achieved	- Comprehension tests - Cloze tests - Speed reading tests

Based on the aforementioned theories from the three experts, the goal of reading assessment that is suitable with this study is assessing classroom learning (Grabe, 2009; Richards, 2015) or also known as measuring achievement (Nation, 2009). Though these two have different names, they have similar function which is testing the students' reading achievement. It is based on a statement from Grabe (2009) stating that assessment of reading refers to measuring students' abilities and knowledge acquired after a certain period and is also known as a summative or achievement test.

A test of reading achievement is suitable since the present study measures the students' learning after one semester of English lesson taught by the teachers based on the competences in the curriculum. It is in line with the theories which mention that achievement test is designed to measure how much a student has learned from a particular course or syllabus (Richards & Schmidt, 2010). Achievement tests are often based on a course syllabus or on the textbook and materials used during the course (Richards, 2015).

d. Ways of Measuring Reading Achievement

One of the ways to measure the students reading achievement is by using comprehension test (Nation, 2009). In the same vein, Grabe (2009) also mentions reading comprehension test as one of the techniques used to assess students' learning.

Testing formats for assessing reading comprehension include pronominal questions, imperatives; true/false, yes/no, alternative questions, and multiple-choice (Nation, 2009); cloze, gap-filling formats, text gap, multiple-choice, sentence completion, matching techniques, and so on (Grabe, 2009); multiple-choice, true-false, short answers, fill-in tasks, labelling, cloze tasks (Richards, 2015).

The present study focuses on the use of multiple-choice question since it has several strengths, such as: (1) can focus on details (microstructure) and on more general aspects (macrostructure) of the text; (2) marking is usually very easy; (3) most students are familiar with them; (4) good multiple-choice tests tend to be very reliable. The other reason of using multiple-choice test is also because of the fact that 35 questions of final examination for senior high school for reading skills are in the form of multiple-choice (BSNP, 2017). Therefore, in this present study, the reading achievement of the students was measured using multiple-choice questions developed based on competences stated in the curriculum provided by the Ministry of Education and Culture (MOEC).

The curriculum implemented in the schools or *Madrasah Aliyah* are both Curriculum 2013 and School-based curriculum (KTSP). Curriculum 2013 is implemented to teach grade X and XI. Table 2 and Table 3 which are derived from to Minister Regulation No 24/2016 contain both core and basic competences that are developed to teach grade X and XI students for reading skill in English subject.

Table 2. Core Competences and Basic Competences of Reading Skill in English for Grade X Students in Semester 1

Core Competences	Basic Competences
3. comprehending, implementing, analysing factual, conceptual, and procedural knowledge based on their curiosity about science, technology, arts, culture, and humanities and by using their understanding about humanity, nationality, and civilization which relate to the causes of several phenomena; and implementing procedural language in specific field of study based on their talents and interests to solve problems.	3.4. differentiating social function, text structure, and language feature of several short and simple spoken and written descriptive texts by asking for and giving information related to popular tourist attractions and historical buildings based on the contexts. 3.5. differentiating social function, text structure, and language feature of short functional text (announcement) by giving and asking for information related to school activities based on the contexts.
4. processing, reasoning, and presenting both concrete and abstract development learned from school independently and being able to apply methods based on scientific principles.	4.4.1. discovering the meaning contextually related to social function, text structure, and language feature of short and simple spoken and written descriptive texts about popular tourist attractions and historical buildings.

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	4.5.1. discovering the meaning contextually related to social function, text structure, and language feature of short functional text in the form of announcement.
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Table 3. Core Competences and Basic Competences of Reading Skill in English for Grade XI Students in Semester 1

Core Competences	Basic Competences
3. comprehending, implementing, analysing factual, conceptual, procedural, and meta-cognitive knowledge based on their curiosity about science, technology, arts, culture, and humanities and by using their understanding about humanity, nationality, and civilization which relate to the causes of several phenomena; and implementing procedural language in specific field of study based on their talents and interests to solve problems.	3.3. differentiating social function, text structure, and language feature of several texts in the form of formal invitation by asking for and giving information related to school or work activities based on the contexts. 3.4. differentiating social function, text structure, and language feature of several spoken and written analytical exposition texts by giving and asking for actual information based on the contexts.
4. processing, reasoning, and presenting both concrete and abstract development learned from school independently and being able to apply methods based on scientific principles.	4.3.1. discovering the meaning contextually related to social function, text structure, and language feature of spoken and written formal invitation related to school or work activities. 4.4.1. discovering the meaning contextually related to social function, text structure, and language feature of spoken and written analytical exposition text related to actual issue.

These competences were used as the basis for developing the instrument to measure the students' reading achievement in this present study. Since this research intends to examine the relationship between reading achievement and reading attitude, therefore, theories related to reading attitude are presented.

3. Reading Attitude

a. Definitions

The existing literature on the definition of reading attitude is extensive. The early example of its definition is from Smith (1990) that defines reading attitude as emotional states and feelings that make reading less or more possible. Similarly, reading attitude is defined as feelings towards reading ranging from negative to positive and also a consistent tendency to avoid or pursue reading (Petscher, 2010). Meanwhile, reading attitude is also defined as a student's consistent predispositions or tendency in a favourable or unfavourable behaviour to reading (Conradi et al., 2013; McKenna, et al., 2012). In addition, Grabe (2009) suggests that attitudes are seen as emotionally driven perceptions that are not typically subject to overtly reasoned analysis.

While a variety of definitions of the term reading attitude have been suggested, this thesis uses the definition first suggested by Smith (1990) who perceives it as emotional states including feelings and emotions, that make reading less or more possible.

b. Factors Affecting Attitude

Several theories on the factors affecting attitude have been proposed. Walberg and Tsai (1983) propose nine factors that influence the reading achievement and attitude among adolescents or senior high school students which include student age, ability, and motivation; time devoted to study; amount and quality or effectiveness of instruction (psychological milieu of the home, school, and peer group outside the school that stimulate learning; and exposure to media. In the same vein, specifically to reading attitude, Unrau and Schlackman (2006) offers some factors such as personal purpose for reading, intensity of purpose, and importance of the reading. The most recent theory proposed by McKenna, et al. (2012) stating that the factors affecting reading attitude include: (1) direct experiences with reading, (2) beliefs about reading, and (3) social norms regarding reading. Overall, these theories highlight personal factors as the factors affecting reading attitude.

c. Measuring Attitude

To date, several studies have attempted to measure the students' reading attitude by using different measurement. An early example of measurement for reading attitude was employed by Kennedy and Halinski (1975) who used reading attitude inventory, i.e. a 4-point Likert scale containing 70 questions to measure attitude of the secondary level students. Five years later, Tullock-Rhody and Alexander (1980) used an assessment namely Rhody Secondary Reading Attitude Assessment to

measure the secondary level students' reading attitude. The assessment is a 5-point Likert scale questionnaire consisting of 25 questions divided into 5 components such as: school related reading (2 items), reading in the library (2 items), reading at home (2 items), other recreational reading (5 items), and general reading (14 items).

Furthermore, in 1990, Smith used 40-item questionnaire with 5-point Likert namely Adult Survey of Reading Attitudes (ASRA) which was modified from an instrument developed by Wallbrown, Brown, and Engin (1977) to measure reading attitudes from adult learners in his longitudinal study. The 40 items in ASRA were grouped in five factors including: reading activity and enjoyment (16 items), reading anxiety and difficulty (11 items), reading modes (6 items), social reinforcement (6 items), and tutoring (2 items).

In 1995, McKenna, Kear, and Ellsworth attempted to measure children's reading attitude developed by themselves namely Elementary Reading Attitude Survey. Since it is used for measuring children's reading attitude, ERAS is in the form of illustrative rating scale. Specifically, it consists of 10 items of recreational reading attitude dimension and 10 items of academic reading attitude. Almost ten years later, in 2003, Ghaith developed his own ten-item survey questions with 3-point scale to measure the reading attitude of the eight grade students of EFL.

Six years later, in 2009, Logan and Johnston also developed their own questionnaire. They developed a 5-point Likert scale questionnaire with total 14 questions consisting of several components such as: ATS (attitude to school), ATR (attitude to reading), CB (competency beliefs) and SUP (perceived academic support from peer or teacher) to measure the attitude to reading for ten-year-old children.

The more recent measurement for reading attitude is the Survey of Adolescent Reading Attitudes developed by McKenna, et al., (2012). It is a survey in the form of 6-point Likert scale developed by themselves consisting of four subscales namely academic digital attitude, academic print attitude, recreational digital attitude, and recreational print attitude for measuring middle school students' reading attitudes (McKenna, et al., 2012) and grade 7-12 students' reading attitudes (Conradi et al., 2013).

Together, the aforementioned studies show the use of Likert-scale in the reading attitude measurement. This notion is in line with the definition of attitude scale proposed by Richards and Schmidt (2010) who define it as a technique to measure a person's reaction to something which is commonly measured by using Likert scale. Therefore, the measurement in this present study was in the form of Likert scale as well.

d. Reading Attitude Dimensions

The present study employed the adapted version of reading attitude questionnaire from McKenna et al. (2012). The earliest version of reading attitude questionnaire, called Elementary Reading Attitude

Survey, consists of two dimensions, namely recreational attitude and academic attitude (McKenna et al., 1995). The recent version of this reading attitude questionnaire comprises of four dimensions, namely academic digital attitude, academic print attitude, recreational digital attitude, and recreational print attitude to measure students of middle school (McKenna et al., 2012). This present study, therefore, excluded the reading attitude in digital setting as *santris* have limited access to read using gadget and internet. Therefore, the reading attitude questionnaire used only consists of two dimensions, i.e. recreational reading and academic reading in print setting.

e. Reading Attitude and Reading Achievement

Thus far, numerous studies have explored the relationship between reading attitude and reading achievement. As previously mentioned, an early study investigating the relationships was conducted by Kennedy and Halinski in 1975. The students of secondary school level who get A in the previous course of English have significantly higher reading attitude than those who get B previously (Kennedy & Halinski, 1975). Similarly, Ghaith (2003) from his study reveals that the students' reading attitudes, self and school attitudes and reading achievement are found to be positively related in the context for eight-grade students in Lebanon. In the same vein, Logan and Johnston (2009) in their study reveal that overall, in in the context of ten-year-old children, especially for the boys, reading ability is correlated with attitude towards reading, meaning that

that the better their reading attitude, the better their reading ability. A broader perspective has been adopted by Petscher (2010) studying a meta-analysis study reveal that the reading attitude and reading achievement is moderately correlated.

The studies presented thus far provide evidence that there is a positive relationship between reading attitude and reading achievement, though some argue that they are positively correlated and other believes the relationship is not that strength. Therefore, the present study would like to investigate this relationship. Furthermore, since one of the variables that is measured is reading motivation, the theories specifically related to the reading motivation are presented.

4. Reading Motivation

a. Definitions

Several theories exist in the literature regarding the definition of motivation. Before going further to the reading motivation definition, the definition of motivation is presented. Martin (2001) defines motivation as “students’ energy and drive to learn, work hard, and achieve at school”. Similarly, motivation is also explained as a drive in any circumstances that causes action (Richards & Schmidt, 2010), in which, in this case, language learning. Similarly, Brown (2007) sees the concepts of motivation from three views, namely behaviourist, cognitive, and constructivist. From behaviourist point of view, motivation is defined as an anticipation of reward. Meanwhile, the cognitive view puts more

emphasis on people's decision regarding the term motivation. In addition, constructivist view perceives motivation more on social context in which it is defined as individual choices. While a variety of definitions of the term motivation have been suggested, this thesis uses the definition first suggested by Martin (2001) who perceives it as learners' vigour and drive to learn, work hard, and achieve at school.

Furthermore, a more specific definition related to reading motivation is presented next. An early definition of reading motivation is proposed by Gambrell et al., (1996) who suggest that reading motivation includes perception and importance of reading seen by individual. Similarly, reading motivation is defined as someone's goals, importance, and perception regarding the topics, processes, and outcomes of reading (Guthrie & Wigfield, 2000). Furthermore, Wang and Guthrie (2004) define that reading motivation refers to both intrinsic and extrinsic motives for reading activities and reading achievement.

Throughout this thesis, therefore, the term reading motivation is defined as students' intrinsic and extrinsic motives, energy and drive to reading activities and achievement at school.

b. Types of Motivation

A large and growing body of literature has divided the kinds of motivation into two, which includes intrinsic and extrinsic motivation (Guthrie & Wigfield, 2000; Unrau & Schlackman, 2006; Brown, 2007; Becker, McElvany, & Kortenbruck, 2010; Retelsdorf, Koller, & Moller,

2010). Intrinsic motivation is defined as a person's interest in a reading topic or reading activity (Unrau & Schlackman, 2006). Those who learn based on their needs and goals can be considered as students who are intrinsically motivated (Brown, 2007). Meanwhile, intrinsic motivation is also defined as enjoyment in which a person has interest in performing activity such as reading and consider books as a source of enjoyment (Guthrie & Wigfield, 2000; Becker, McElvany, & Kortenbruck, 2010; Retelsdorf, Koller, & Moller, 2010).

Conversely, extrinsic motivation is sourced from the external parties such as the want to obtain external recognition, rewards, or encouragements (Guthrie & Wigfield, 2000). Others (e.g. Unrau & Schlackman, 2006; Brown, 2007; Becker, McElvany, & Kortenbruck, 2010; Retelsdorf, Koller, & Moller, 2010) suggest that extrinsic motivation results from the influence of the external sources, such as external social demand, parents (for younger children), school, peers (for older children), and is indicated by competition.

Overall, intrinsic motivation in reading refers to the motivation resulting from the personal interest of the readers in reading a book or other reading materials and consider them as sources of enjoyment. Extrinsic motivation in reading, on the other hand, refers to the reading activity done by the readers because of the external factors such as peers, parents, or just simply because they want to get rewards by reading. Both intrinsic and extrinsic motivation were investigated in the present study.

c. Factors Affecting Motivation

A search of the literature revealed few theories which explain the factors that influence reading motivation. This research uses the theories from Grabe (2009) stating reading motivation is affected by a number of social and contextual factors such as parents, friends, sociocultural expectations, classrooms, teachers, and school tasks.

d. Measuring Motivation

Up to now, several studies have attempted to measure the students' reading motivation by using different kinds of instrument. For the sake of their study, Gambrell et al. (1996) designed a Motivation to Read Profile to measure the primary school students' reading motivation. This instrument consists of 20 items and emphasizes on two dimensions of reading motivation, namely perceptions of reading competence, and value of reading. These items measure how much the primary school students like to read. Another instrument is called Motivations for Reading Information Books in School which was used by Guthrie, Klauda, and Ho (2013). This questionnaire consists of 12 items and measures seven dimensions, namely intrinsic motivation, value of reading, self-efficacy, prosocial goals, devaluing of reading, perceived difficulty, and antisocial goals. This instrument was in the form of a 4-point Likert scale ("Not at all true of me," "Not very true of me," "Somewhat true of me," and "Very true of me").

Furthermore, many researchers have utilized Motivation for Reading Questionnaire (MRQ) to judge the students' reading motivation. MRQ was first created by Wigfield and Guthrie (1997) to assess 11 sub-components that are categorized into three categories: (a) competence and reading efficacy; (b) achievement values and goals, which are divided into intrinsic motivation; and (c) social aspects of reading. Wigfield and Guthrie (1997) distributed this instrument to 105 students of grade four and five in the United States to identify the empirical dimensions of reading motivation.

Two years later, in 1999, Baker and Wigfield also employed the Motivation for Reading Questionnaire (MRQ) to measure the reading motivation of the students in grade five and six in the U.S. elementary schools. These students answered each item on a 1 to 4 scale, with 1 means very different from me, 2 means a little different from me, 3 means a little like me, and 4 means a lot like me.

Furthermore, Mori (2002) adapted the MRQ questionnaire from Wigfield and Guthrie (1997) by excluding the three aspects from the questionnaire, because they did not seem relevant to the participants that are university students as MRQ was first developed for elementary school students to measure their reading motivation.

Similarly, Wang and Guthrie (2004) also developed MRQ by using only 8 out of 11 scales. The eight dimensions include curiosity, involvement, preference for challenge, recognition, grades, social,

competition, and compliance. Three scales (reading efficacy, importance, and work avoidance) were not used in the study conducted by Wang and Guthrie (2004) because they are not related to the research's theoretical framework. It is used for Chinese and U.S. fourth-grade students.

In addition, Unrau and Schlackman (2006) use all the scales of MRQ for their study. Though the number of items remains the same, the wording of the scale is modified. The word English is added to the first version of MRQ. Responses to the items on the MRQ also ranged from 1 to 4 scales.

e. Reading Motivation Dimensions

The current study utilized the adapted version of the most widely used reading motivation questionnaire from Wigfield and Guthrie (1997) namely motivation for reading questionnaire (MRQ). As mentioned earlier, several previous researchers (e.g. Baker & Wigfield, 1999; Mori, 2002; Wang & Guthrie, 2004; Unrau & Schlackman, 2006) have demonstrated the use of MRQ in their studies.

Previous studies have demonstrated the use of factor analysis to assess the 11 dimensions of reading motivation suggested by Wigfield and Guthrie (1997) which include: (1) reading efficacy; (2) reading challenge; (3) reading curiosity; (4) reading involvement; (5) importance of reading; (6) recognition for reading; (7) reading for grades; (8) social reasons for reading; (9) reading competition; (10) reading compliances; and (11) reading work avoidance. Baker and Wigfield (1999) have

suggested that these 11 dimensions of reading have emerged in their study. On the other hand, Watkins and Coffey (2004) have demonstrated that instead of 11, there were only eight factors or dimensions of reading motivation manifested in their study. Those eight dimensions include: (1) social reasons for reading; (2) reading for grades-compliances; (3) reading curiosity; (4) competition in reading; (5) reading involvement; (6) reading work avoidance; (7) reading efficacy; and (8) recognition for reading.

f. Reading Motivation and Reading Achievement

To date, previous studies have attempted to explore the relationships between reading motivation and reading achievement. Reading motivation is found as a stronger predictor of reading amount and reading comprehension among students (Guthrie et.al., 1999; Grabe, 2009). Likewise, Wang and Guthrie (2004) claim that intrinsic motivation is related to and strongly predicted text comprehension correspondingly for Chinese and American students though extrinsic motivation negatively predicted reading comprehension. Similarly, Unrau and Schlackman (2006) also claim that intrinsic motivation is positively related to and predicted reading comprehension for Asian students but not for Hispanic students. These studies clearly indicate that there is a relationship between reading motivation and reading achievement.

g. Reading Motivation and Reading Attitude

One of the experts stating that reading attitude has relationship with reading motivation is Baker and Wigfield (1999) who offers the statement that students with more positive attitudes in reading tend to be more motivated to read.

5. Demographic-related Variables

Demographic-related variables in this study include socioeconomic status (SES), gender, and grade of the students.

a. Socioeconomic Status (SES)

1) Definitions

Socioeconomic status is typically defined as parents' educational level, parents' occupation, and family income (White, 1982; Guthrie, 1999; OECD, 2016). In OECD Programme for International Student Assessment (PISA), a student's socioeconomic status is derived from some variables related to students' family background such as parents' education, parents' professions, several home possessions, and the number of books and educational resources available at home (OECD, 2016). Throughout this thesis, the term SES specifically refers to monthly income for a family.

In terms of family income per month, the participants were asked to complete the information whether their parents had income in one of the five categories: (1) A is for income \geq IDR 8,000,000/month; (2) B is for income \geq IDR 4,600,000/month, (3) C

is for income \geq IDR 3,500,000/month, (4) D is for income \geq IDR 2,200,000/month, and (5) E is for income $<$ IDR 2,200,000/month (Setiawan, 2014). The classification of the family income per month was based on the report of survey research conducted by a private research company. The research, which included 500 respondents, was conducted in seven largest cities in Indonesia in 2014. This survey research categorizes the socioeconomic status of the Indonesian people into five categories explained earlier. This report was chosen as a reference for the present study since it was conducted in less than previous five years.

2) SES and Reading Achievement

Thus far, research has reported the relationship between SES and reading achievement. White (1982) found the relationship by reporting the correlations between SES and academic achievement which is .73. Similarly, in Molfese, Modglin, and Molfese (2003) longitudinal study, it was found that SES scores were related to reading abilities, though preschool environment measures were more strongly and consistently related to and predictive of reading scores. In the same vein, it is also reported that socio-economic status (Arnold & Doctoroff, 2003) have all been shown to be consistently correlated with children's ability. Furthermore, OECD (2016) reported that there are considerable differences in reading ability between disadvantaged students (students with lower SES) and non-

disadvantaged students (students with higher SES). Collectively, these studies outline the relationship between SES and reading achievement.

b. Gender

1) Gender and Reading Achievement

Many recent studies (e.g. Swalander & Taube, 2007; Logan & Johnston, 2009; OECD, 2016) have shown that there is a relationship between gender and reading achievement. The statistical analysis of gender differences reveals that girls are better than boys in reading (Swalander & Taube, 2007). Similarly, girls (aged from 10 to 11 years old) had better reading ability compared with boys (Logan & Johnston, 2009). These studies are supported by the recent study from PISA that constantly reveal that from several countries and economies in the world, girls are better compared to boys in reading (OECD, 2016).

2) Gender and Reading Attitude

To date, several studies have revealed a correlation between gender and reading attitude. An early study from Kennedy and Halinski (1975) reveals that the female students from secondary schools scored higher on the instrument they used in their research. In the context of elementary school level students, girls have more positive academic and recreational reading attitudes than boys at all levels (McKenna, Kear, & Ellsworth, 1995). In the same vein, Logan

and Johnston (2009) also reveal that girls (aged from 10 to 11 years old) have a more positive attitude to reading compared with boys. Recently, McKenna et al., (2012) reveal that the attitudes of female students of middle school level are more positive in three dimensions than males. On the other hand, male students reveal more positive attitudes than female students toward one other dimension, i.e. recreational reading attitude in digital settings.

3) Gender and Reading Motivation

Female students are found to be higher in their motivation than male students. Baker and Wigfield (1999) claim that girls show more better motivation than boys in almost all except two dimensions of the MRQ which are categorized as extrinsic motivation. Similarly, Unrau and Schlackman (2006) also reveal that girls are significantly higher in extrinsic motivation than boys. These findings, later on, are supported by Marinak and Gambrell (2010) who claim that average achieving third-grade boys tend to have lower reading motivation and tend to have less value on reading than girls. In other words, these boys have less motivation in reading than girls and are less valuing reading activities.

c. Grade

1) Grade and Reading Attitude

Studies also showed that grade and reading attitude are correlated. McKenna et al., (1995) reveal that both recreational and

academic reading attitudes decrease from grades 1 to 6. Seventeen years later, in the context of adolescent, McKenna et al., (2012) also reveal the similar result that for three dimensions (academic digital, recreational print, recreational digital), the higher the grades, the more negative the students' reading attitudes.

2) Grade and Reading Motivation

In relation to reading motivation, several studies also have found that it is correlated with grade. Baker and Wigfield, (1999) claim that in the context of elementary students, the fifth graders have higher motivation in reading for social reasons and reading for recognition than students in grade six. Similarly, in the context of middle school, Unrau and Schlackman (2006) also claim that students in higher grades tend to gain lower score on reading motivation scale. That finding suggests that, between grades, a higher grade in middle school predicted lower intrinsic motivation and lower extrinsic motivation. That is, older students had lower motivation to read overall than did younger students. For all the participants, intrinsic and extrinsic motivation declined significantly as students moved from Grade six to Grade seven and as they moved from Grade seven to Grade eight.

6. *Santri*

a. Definitions

There are two origins of the word *santri* according to Madjid as cited in Tahir (2015). Firstly, it came from Sanskrit language called *shastri* which means be able to read and write. Second, the word *santri* came from Javanese language called *cantrik* which means a person who goes along with a teacher wherever he goes and stays to gain knowledge and skills from the teacher. In addition, *santri* is also a term for students who live and study in *pesantren* or Islamic boarding school (Hidayat, 2011; Fauzi, 2012). While a variety of definitions of the term *santri* have been suggested, this thesis uses the definition suggested by Hidayat (2011); Fauzi (2012) who perceives it as a term for students of *pesantren* or Islamic boarding schools.

b. Environment

As already mentioned in the previous sub-section, *santris* live in an environment called *pesantren*. The term *pesantren* is “derived from the term *santri*, which is given prefix “pe” and suffix “an” and become *pe-santri-an* or *pesantren* (Zarkasyi, 2015). Then, it represents the place in which *santris* live in a dormitory and learn about religious knowledge. *Pesantren* according to Dhofier (2011) is an educational institution that teaches religious knowledge and consists of five elements, namely *Kiai/Ustadz*, *santri*, mosque, *kitab kuning* or classical Islamic texts

written in Arabic, and *pondok* or dorm where all *santris* must stay to learn the Islamic scriptures and knowledge.

Some experts categorize *pesantren* into two types (Dhofier, 2011), and four types (Muhaimin, 2006). Dhofier (2011) claims that there were two major types of *pesantren* for almost thirty decades from 1970 to 1998, namely classical *pesantren* and modern *pesantren*. The former focuses on teaching classical Islamic texts only without any secular subjects taught in the system. This kind of *pesantren* has no formal schools. Conversely, the other type of *pesantren*, i.e. modern *pesantren*, according to (Dhofier, 2011) has included formal education curriculum in its system. Though its name is modern, this type of *pesantren* combines both teaching classical Islamic texts and secular subjects. *Santris* in this sort of *pesantren* go to formal school, which is located inside the *pesantren*, in the morning and study the classical religious texts in the evening.

Furthermore, Zarkasyi (2015) claims that *pesantren* has two systems of education, i.e. traditional and modern systems. The traditional system implements the curriculum by teaching Islamic classical books or also known as *kitab kuning* and maintains the traditional methods of teaching *kitab kuning* such as *sorogan*, *bandongan*, *halaqah*, and *mudhakarrah*. On the other hand, the modern system implements full modern method of instruction (Zarkasyi, 2015). In addition, for the *pesantren* with modern systems, it is obligatory for the students or *santris*

to actively communicate in either Arabic or English in their dormitories (Zarkasyi, 2015).

Muhaimin (2006) claims that Ministry of Religious Affairs of the Republic of Indonesia has categorized four types of *pesantren*, namely type A, B, C, and D. Type-A *pesantren* maintains the traditional characteristics in which *santris* live in a dormitory located near the *Kyai*'s house. It is *Kyai* that teach the religious subjects as well as Arabic language in the *pesantren*. Type A is actually classical *pesantren* which offers only classical Islamic texts lessons only without any room for teaching general subjects. Type-B *pesantren* offers both traditional teaching of classical Islamic texts and modern teaching of religion and secular subjects in several modern religious schools or *madrasah* such as *MI*, *MTs*, and *MA*. This type of *pesantren* has *madrasah* which has its own curriculum and/or adapts the curriculum from Ministry of Religious Affairs. Type C has similar characteristics as type-B *pesantren* which consists of a type-B *pesantren* plus public school. The public school is under the supervision of Ministry of Education and Culture. Last but not least, Type-D *pesantren* provides only dormitory for its *santri* in which *Kyai* functions as a counsellor. The *santris* in this type of *pesantren* go to *madrasah* or other schools outside it as it has no *madrasah* there.

Santri, in this research, therefore, is defined as those who live in a type-B *pesantren*. They go to *madrasah* in the morning to learn both

religion and secular subjects and study classical Islamic texts from their *Kyai* in the evening.

The environment where these *santris* live mostly have peaceful environment which reflect the true face of Islam. The boarding house as well as the school in *pesantren* are separated between females and males *santri*. It also has strict regulation such as: (1) *santris* are not allowed to leave the *pesantren* without permission, (2) they are prohibited to bring any communication device to *pondok* or dormitory and *madrasah* or school. Therefore, they have limited access to be online during their time in *pesantren* (Mahasin, 2017). Students or *santris* are allowed to access internet only through the computer laboratory in their school or *madrasah*.

c. Characteristics

Santris have specific characters that sometimes different from students in general. There are at least four major characteristics that they have: (1) *santris* have strong family bonds with their friends since they live together at the same dormitories and attend the same madrasah; (2) *santris* are very obedient to their teacher, *ustadz*, and *Kyai*; (3) since they live far away from their family, they tend to be more independent; and (4) *santris* are forced to be discipline in almost both learning and *pesantren* activities at school and at the dormitories (Purwoko, 2007).

Furthermore, *santris* are well-known of being obedience to their *Kyai*, *ustadz*, or teachers. They were trained to obey and respects their

teachers from the very beginning (Chairani & Subandi, 2010; Fauzi, 2012; Asnawi et al., 2016) so that they had no reasons to reject nor avoid any task given by their teachers. It is a must for them to show obedience to their teachers (Fauzi, 2012; Asnawi et al., 2016).

In addition, *santri*'s perception towards multilingual education, in which is defined as an education emphasizing the use of mother tongue, national language, and third language i.e. English, tend to be negative (Tahir, 2015). One possible reason for this attitude probably because they give more priority to Arabic than English. Arabic is a prominent language for *santri* especially for those studying Islamic religion from traditional textbooks, such as those in type-B *pesantren*, since they learn Islamic knowledge through classical scriptures which are mostly written in Arabic language with one of the compulsory textbooks for them is classical *kitab* about Arabic grammar (Zarkasyi, 2015).

On the other hand, a more recent study from Setiyadi and Sukirlan (2016) shows that *madrassa* students have positive perceptions towards English. These students are relatively open to both globalisation and modernisation without losing their cultural and religious identities (Setiyadi & Sukirlan, 2016). The difference finding from this study might be due to the difference respondents participated in the study. The respondents from Setiyadi and Sukirlan (2016) study include *madrassa* students who possibly do not live in a dormitory or *pesantren*.

d. Studies about *Santri*

There is a relatively small body of literature that is concerned with attitude and motivation in reading English texts for *santris* at *pesantren*-based senior high school or private *Madrasah Aliyah* (MA). The majority of studies on *Madrasah Aliyah* is on Arabic (Muna, 2008; Syahroni, 2016; Wahidah, 2016); Al-Quran and Hadith (Niam, 2015; Salam, 2016); Character and Islamic Education (Jakaria & Ma'zumi, 2012, Mahmudi, 2014); Spiritual and Emotional Intelligence (Masitoh, 2014; Khoirunnisa, 2016); History of Islamic Culture (Anam, 2013); Mathematics (Arofah, 2010); Accounting (Khoirunnisa, 2011); Biology (Khomsin, 2011); and Guidance and Counselling (Saifuddin, 2011). There was a study focusing on investigating *madrasah* students' language attitude and motivation conducted by Setiyadi and Sukirlan (2016). However, it neither investigated reading attitude and reading motivation among the students nor examined the relationships between them.

B. Review of Relevant Studies

More recent attention has focused on the provision of investigation about the relationships between students' reading attitude and motivation and their reading achievement, including its relationship with other demographic variables. The following studies are arranged from the earlier to the latest one. However, these studies were conducted outside the Indonesian context.

Unrau and Schlackman (2006) conducted a study examining "Motivation and Its Relationship with Reading Achievement in an Urban Middle School". In

this research, the researchers investigated the influences of both intrinsic and extrinsic motivation on reading achievement in the context middle school students. Furthermore, they find out the relationship among students' ethnicity (Asian and Hispanic students), gender, grade, intrinsic motivation, extrinsic motivation, and reading achievement. The result of this study showed that intrinsic motivation had a positive relationship with reading achievement for Asian students than for Hispanic students.

Swalander and Taube (2007) conducted a study on "Influences of family-based prerequisites, reading attitude, and self-regulation on reading ability". Tested through SEM (structural equation modelling), it is found that family-based conditions, goal-oriented strategies, and reading attitude had moderate influences on reading ability. In addition, it was found that girls read better and had a more positive reading attitude than boys.

McKenna, et al. (2012) conducted a study entitled "Reading Attitudes of Middle School Students: Results of a U.S. Survey". The researchers examined the state of reading attitudes among middle school grades in the US. The instrument consisted of four dimensions namely recreational reading attitude in print settings, recreational reading attitude in digital settings, academic reading attitude in print settings, and academic reading attitude in digital settings. The results showed that female students showed higher attitudes in academic digital, recreational print, and academic print reading attitudes than male students. Male students, on the other hand, were found higher in recreational reading attitude in digital settings. Furthermore, three dimensions showed worsening attitudes from

the lower to the higher grade. On the other hand, in the academic print subscale, the results of attitude did not differ by grade.

C. Conceptual Framework

Reading is considered as an important skill among the other language skills as it serves many functions and provides many purposes for the reader. When it is seen from the context of students, a student can be judged whether he or she is successful in reading or not from his or her reading score. This reading score is later defined as reading achievement.

Reading achievement could possibly be influenced by several factors, one of them is psychological factor. Students' psychological factors may include attitude and motivation in reading. Attitude might be affected by some internal factors from each student. Whereas, motivation can be influenced by both external and internal factors from each student.

There are several studies that have examined the relationship between reading motivation and reading achievement as well as reading attitude and reading achievement. However, none of them investigate the relationship between reading attitude, motivation and reading achievement. Mostly, the sample of the previous studies were students in general middle school with the context outside the Indonesian context. None of them conducted a study about the relationship between reading attitude, motivation and reading achievement for *pesantren*-based senior high school students (*santris*) which in fact come from various family background and are separated based on their gender on their learning process.

Therefore, a study about the relationship between *santri*'s reading attitude and motivation in reading English and their reading achievements in a certain Islamic secondary school under the authority of *pesantren* is needed to be conducted. The next figure best represents the conceptual framework of this study.

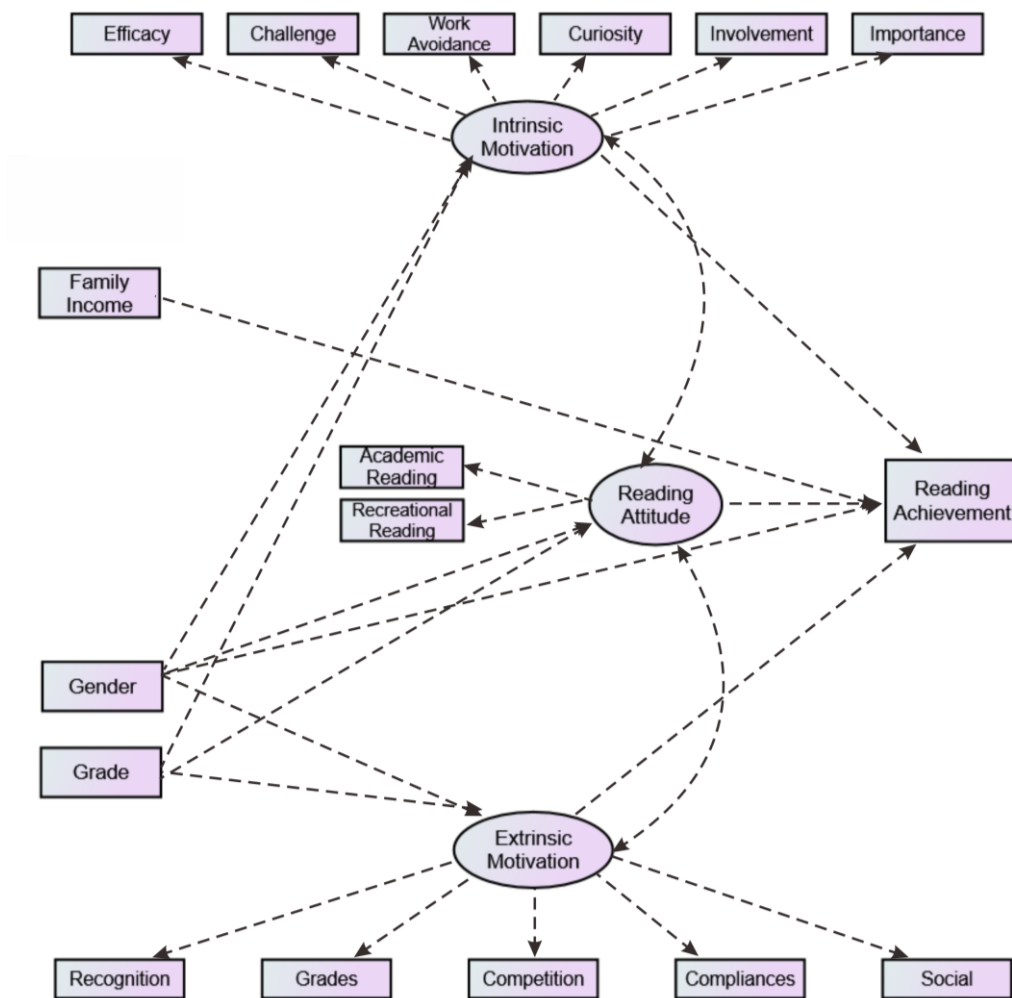


Figure 1. Theoretical Model of Reading Attitude, Motivation, and Achievement

D. Hypotheses of the Research

Based on the literature review, review of related studies and also the conceptual framework, the hypotheses of the research are derived as follows.

1. There are two dimensions of *santri's* reading attitude manifested in this study, i.e. academic reading, and recreational reading.
2. There are eleven dimensions of *santri's* reading motivation manifested in this study, i.e. reading efficacy, reading challenge, work avoidance, curiosity, reading involvement, importance of reading, reading for recognition, reading for grades, competition in reading, compliances, and social reasons for reading.
3. There are positive and significant relationships between the dimensions of reading attitude, reading motivation and reading achievement.
4. There are significant differences in *santri's* reading attitude dimensions by gender.
5. There are significant differences in *santri's* reading attitude dimensions by grade.
6. There are significant differences in *santri's* reading motivation dimensions by gender.
7. There are significant differences in *santri's* reading motivation dimensions by grade.
8. There is a significant difference in *santri's* reading achievement by gender.

9. There is a significant difference in *santri*'s reading achievement by family income.
10. Reading attitude dimensions are significantly predicted by gender.
11. Reading attitude dimensions are significantly predicted by grade.
12. Reading motivation dimensions are significantly predicted by gender.
13. Reading motivation dimensions are significantly predicted by grade.
14. Reading achievement is significantly predicted by gender.
15. Reading achievement is significantly predicted by family income.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This study aimed to discover the relationship between *santri*'s reading attitude, reading motivation and reading achievement and to examine how their reading attitudes and motivation differs by their demographic variables such as gender, grade, and family income. Therefore, it was categorized as correlational research in which it was not only investigating the relationships among constructs but also seeking the predictors of the dependent variable.

B. Setting of the Research

This study was conducted from October 31 to November 24, 2017 in four *Madrasah Aliyah* (MA) classified in type-B *pesantren* in Yogyakarta Special Region.

C. Research Procedure

The research was conducted through three phases, namely (1) preliminary research, (2) data collection, and (3) data analysis. The preliminary research comprised the identification of the problems and review of the literature and related studies. Preliminary interview with the English teachers was conducted in this phase as well. The second phase was about instruments development. The researcher adapted the instruments of the research in this phase. Following the instruments development was data collection in which the researcher collected the data in the field. The last phase was about data analysis conducted after data

collection in which the researcher analysed them quantitatively. Figure 2 displays the procedure of the research.

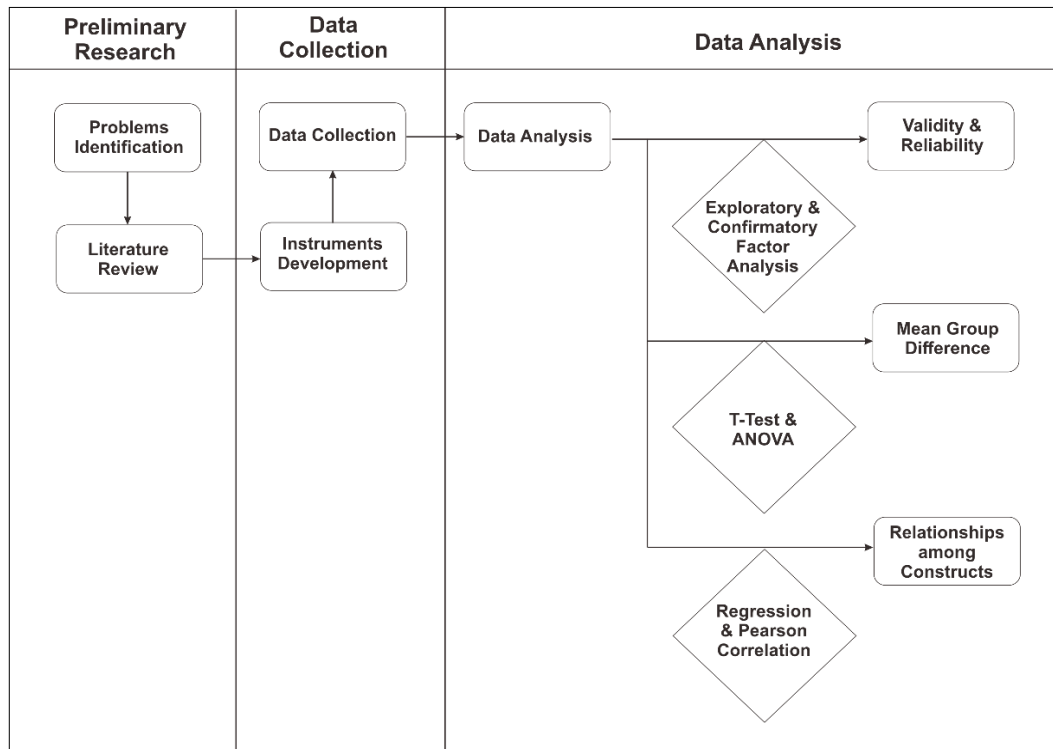


Figure 2. Research Procedure

D. Population and Sample

The population of this study were students in grade X and XI of private *Madrasah Aliyah* (MA) who live in a type-B *pesantren* (see Chapter 2 for the classification of *pesantrens*). They went to *madrasah* in the morning to learn both religion and secular subjects and to study classical Islamic texts in the evening. The population covers the number of private MA students studying and living in type-B *pesantren* in Yogyakarta province which were divided into four areas. The number of the population is presented in Table 4.

Table 4. Description of the Population¹

No.	Areas	Grade X	Grade XI	Total
1.	Sleman	698	656	1354
2.	Bantul	577	432	1009
3.	Gunung Kidul	284	242	526
4.	Yogyakarta	62	64	126
	Total	1621	1394	3015

As this research employed factor analysis as one of the data analyses, the minimum number of recommended sample size is at least 300 participants (Yong & Pearce, 2013). In the same vein, Tabachnick and Fidell (2007) also claim that a sample size for 300 is good for factor analysis. Therefore, this research used more than 300 students as its sample.

Convenience sampling was chosen to determine the sample of the research. In convenience sampling, the main condition is the ease in obtaining a sample. One of the examples of this condition includes the ease in recruiting the individuals to take part in the study (Lavrakas, 2008). In this study, four schools, in which the researcher obtained permission to conduct the research, were selected from three districts with different rankings in Yogyakarta province. One district was not included in the study due to the absence of *Madrasah Aliyah* under the authority of type-B *pesantren* there. Another district was not also included since the authorities of the school have refused the permission to conduct research there.

¹ Source: Document from *Kelompok Kerja Kepala Madrasah Aliyah* Yogyakarta Special Region Province (K3MA DIY) Academic Year 2017/2018 provided by one of the *Madrasah Aliyah* headmasters

Based on the preliminary observation, the four chosen schools range from low to high rankings. The ranking is seen from the accreditation from the Ministry of Religious Affairs (MORA). Table 5 shows the description of the sample from each school using its pseudonym. *MA A* means a school or *Madrasah Aliyah* with accreditation A from MORA. *MA B* refers to another school given accreditation B. Finally, *MA C* and *MA D* were newly built schools and have not been accredited by MORA. Participants from *MA A* were limited only from grade XI due to the permission matter from the school. The researcher was not permitted to collect data from grade X since they had to prepare for final semester exam and no class was available for the data collection. Likewise, participants from *MA B* and *MA C* were also chosen by the schools. Once the researcher obtained the permission to conduct research there, these two schools already decided which students participated in the present study. On the other hand, since *MA D* was a new-built school with a relatively small number of students, the researcher included all the students in the present study. The following table describes the 319 participants of the research based on the data collection conducted from October to November.

Table 5. Description of the Sample

	<i>MA A</i>	<i>MA B</i>		<i>MA C</i>		<i>MA D</i>	
	Grade XI	Grade X	Grade XI	Grade X	Grade XI	Grade X	Grade XI
Male	44	23	20	16	14	4	12
Female	47	30	30	35	35	4	5
Total Sample	91	103		100		25	
	319						

E. Research Variables

The variables in this research cover three major variables that were divided into several variables. The three variables include: (1) psychological variables, (2) dependent variable, and (3) demographic-related variables. The psychological variables consisted of both reading motivation and reading attitude, while the dependent variable referred to the students' achievement in the form of reading test scores.

Last but not least, demographic variables included gender (i.e. male or female); grade in school (i.e. grade X or XI) and socio-economic status (i.e. family income per month). In terms of family income per month, the participants were asked to complete the information whether their parents had income in one of the five categories: (1) A is for income \geq IDR 8,000,000/month; (2) B is for income \geq IDR 4,600,000/month, (3) C is for income \geq IDR 3,500,000/month, (4) D is for income \geq IDR 2,200,000/month, and (5) E is for income $<$ IDR 2,200,000/month (Setiawan, 2014). The classification of the family income per month was based on the report of survey research conducted by a private research company. The research, which included 500 respondents, was conducted in seven largest cities in Indonesia in 2014. This survey research categorizes the socioeconomic status of the Indonesian people into five categories explained earlier. This report was chosen as a reference for the present study since it was conducted in less than previous five years.

Therefore, in this research, the researcher investigated the relationship among the independent variables (i.e. from psychological and demographic variables) and reading achievement.

F. Data Collection Techniques and Instruments

Data were collected using two types of instruments, namely: test and questionnaires. The test was reading test which measured the students' reading achievement. The reading test of English was based on the competences stated in the curriculum 2013 for grade X and XI. Therefore, there were two different types of reading test designed for two different levels or grades. The test for each grade was adapted from the previous English national examination from BSNP (*Badan Standarisasi Nasional Pendidikan*) in the form of multiple-choice questions.

Table 6. Blueprint of Reading Test for Grade X

Types of Text	Indicators	Number of Items
Descriptive	Students will be able to identify main idea of written descriptive text related to tourist attractions.	5
	Students will be able to identify stated detail or specific information of written descriptive text related to tourist attractions.	7
	Students will be able to identify language feature in the form of vocabulary of descriptive text related to tourist attractions.	1
Announcement	Students will be able to recognise main idea question of an announcement text in the school context.	3
	Students will be able to recognise specific information of an announcement text.	10
	Students will be able to find the answer of indirectly answered question of an announcement text.	2

continued

continued

	Students will be able to recognise language feature in the form of vocabulary of an announcement text.	1
Recount	Students will be able to recognise main idea of a written recount text.	2
	Students will be able to recognise specific information of a written recount text.	3
	Students will be able to find the answer of indirectly answered question of a written recount text.	1

The blueprints of the reading test for grade X and grade XI are displayed in Table 6 and Table 7, respectively.

Table 7. Blueprint of Reading Test for Grade XI

Types of Text	Indicators	Number of Items
Formal Invitation Letter	Students will be able to identify specific information in a formal invitation letter.	2
Analytical Exposition	Students will be able to recognise main idea of a written analytical exposition text.	7
	Students will be able to recognise specific information of a written analytical exposition text.	8
	Students will be able to find the answer of indirectly answered question of a written analytical exposition text.	3
	Students will be able to identify language feature in the form of vocabulary of a written analytical exposition text.	2
Explanation	Students will be able to recognise main idea of a written explanation text.	2
	Students will be able to recognise specific information of a written explanation text.	8
	Students will be able to find the answer of an indirectly answered question of a written explanation text.	1
	Students will be able to find the answer of a vocabulary question of a written explanation text.	2

Furthermore, there were two types of questionnaire used in the current study, namely reading attitude questionnaire and reading motivation questionnaire. One of the most well-known tools for assessing reading attitude was the one developed by McKenna et al. (2012) namely reading attitude survey questionnaire that consists of four dimensions, i.e. academic print, recreational print, academic digital, and recreational digital reading attitude. The researcher thus adapted this instrument by excluding both academic digital and recreational digital since the participants in this present study, based on the observation, had limited access to the internet. Each response in both questionnaires was arranged using 4-point Likert scale. The following table presents the blueprint of the reading attitude questionnaire.

Table 8. Blueprint of the Reading Attitude Questionnaire

No.	Construct	Item(s) number	Number of Items	Source
1.	Recreational Reading Attitude	2,5,9,11,13,15	6	McKenna et al. (2012)
2.	Academic Reading Attitude	1,3,4,6,7,8,10,12,14	9	McKenna et al. (2012)

The other questionnaire used in this study was the one to assess the students' reading motivation. Several researchers (e.g. Baker & Wigfield, 1999; Mori, 2002; Wang & Guthrie, 2004; Unrau & Schlackman, 2006) have utilised MRQ (Motivation for Reading Questionnaire) to measure students' reading motivation. This questionnaire was first developed by Wigfield and Guthrie in 1997. Mori (2002) was one of the researchers that adapted MRQ and used it to assess the students' motivation in an EFL country, i.e. Japan. This present study, which

investigated Indonesian students' motivation in reading, adapted MRQ and use it as a measurement. This questionnaire measured both intrinsic and extrinsic motivation that are divided into 11 constructs, namely: reading efficacy, reading challenge, reading for work avoidance, reading curiosity, reading involvement, importance of reading, reading for grade, reading competition, recognition for reading, compliances and social reasons for reading. Table 8 describes the blueprint of MRQ used in the present study.

Table 9. Blueprint of the Motivation for Reading Questionnaire (MRQ)

No.	Constructs	Item(s) number	Number of Items	Source
1.	Reading Efficacy	1,4,6,12	4	Wigfield and Guthrie (1997) and Mori (2002)
2.	Reading Challenge	3,5,7,9	4	
3.	Reading Work Avoidance	2,8,10,13	4	
4.	Reading Curiosity	11,14,16,17,19	5	
5.	Reading Involvement	15,18,20,22	4	
6.	Importance of Reading	21,23,24,25	4	
7.	Reading for Grades	26,31,35,45	4	Wigfield and Guthrie (1997) and Mori (2002)
8.	Competition in Reading	27,30,33,38	4	Wigfield and Guthrie (1997)
9.	Recognition for Reading	28,34,39,44	4	
10.	Compliances	32,36,40,43	4	Wigfield and Guthrie (1997) and Mori (2002)
11.	Social Reasons for Reading	29,37,41,42	4	Wigfield and Guthrie (1997)

Finally, to gain the data in terms of the students' gender, grade, and socio-economic status (i.e. family income per month), some questions related to those variables were added in the questionnaire.

G. Validity and Reliability

This section describes how the validity, reliability, and readability of the instruments were measured.

1. Validity

Before the data collection, the instruments (i.e. test and questionnaire) were validated by the expert from English department appointed by Program Pascasarjana UNY. Based on the validation result, the instruments were approved and ready to use (see Appendix 1-6). Regarding the validity of questionnaires, the researcher employed factor analyses to check the whether they were valid or not.

2. Reliability

Reliability refers to a consistency of a questionnaire which is reflected in the construct that it is measuring (Field, 2009). Cronbach's Alpha (α), which represented a reliability index, was employed as a measure of internal consistency of this study. The Cronbach's Alpha was measured using SPSS version 23 to represent the reliability of each scale in the instruments. Cronbach's Alpha or the reliability index is ranging from 0 to 1.0. Though for cognitive test and ability test, values of .8 and .7 are appropriate, for psychological constructs, values below .7 could realistically be accepted due to the diversity of the constructs (Michael, 2004; Field, 2009). The reliability

tests of the instruments showed that the instruments were considered as reliable since the coefficients are ranging from .77 to .79 for reading attitude dimensions and from .63 to .79 for reading motivation dimensions.

3. Readability of the Instruments

Fifteen students excluded from the sample joined in a small study assessing the readability of the reading attitude and reading motivation questionnaire. In this pilot study, the students read both the questionnaires and gave judgements whether each item in the questionnaires was clear. The result of this pilot study showed that all students agreed that the items in both reading attitude and reading motivation questionnaires were understandable and unambiguous.

H. Data Analysis Techniques

The data gathered from the data collection phase were analysed using several types of analysis data including factor analysis, correlational analysis, regression analysis, *t*-tests and analysis of variance (ANOVA) tests.

1. Factor Analysis

Two types of factor analyses were conducted in the present study, namely exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). EFA is used to uncover dimensions underlying the data set (DiStefano, Zhu, & Mindrila, 2009). In relation to the present study, EFA was conducted to uncover the dimensions underlying the items in both reading attitude and reading motivation questionnaire. Furthermore, confirmatory factor analysis

(CFA) is used to confirm whether the factors of the scales in the instrument are as hypothesized (Wang & Wang, 2012).

EFA was conducted using SPSS and *Mplus*. There were three considerations to eliminate factors in the EFA. First, items were deleted when they did not load on any factor. Second, items were deleted if their factor loadings are smaller than 0.30. Third, when a factor has less than three items, it is deleted (Wang & Wang, 2012).

Five indices were used to assess the model fit of EFA in *Mplus*. The model fit indicates how well the theory fits the data. Those five indices consist of chi-square (χ^2) with its degrees of freedom (*df*) ratio, comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standardised root mean square residual (SRMR). The TLI and CFI indices with values bigger than .90 or close to 1 are considered as acceptable and good fit model (Byrne, 1991; Raykov & Marcoulides, 2000; Hooper, Coughlan, & Mullen, 2008; Morin, Marsh, & Nagengast, 2013). Furthermore, values smaller than 0.8 are acceptable and smaller than .05 may show a good fit for the RMSEA and SRMR indices, respectively (Hooper, Coughlan, & Mullen, 2008; Kline, 2011; Morin, Marsh, & Nagengast, 2013). Finally, chi-square (χ^2) with its degrees of freedom (*df*) ratio values smaller than 3.00 are considered acceptable (Byrne, 1991).

2. Pearson correlation

To find out the relationship among all the variables, the researcher employed Pearson correlation and regression analyses using SPSS version 23.

The Pearson correlation coefficients lie between -1 and +1 (Field, 2009). A coefficient of +1 shows a perfect positive relationship, meaning that if one variable increases, the other will increase as well. On the other hand, a coefficient of -1 shows a perfect negative relationship, meaning that if one variable increases, the other will decrease. Furthermore, coefficient of 0 indicates no relationship, meaning that if one variable changes, the other will stay the same.

3. Regression analysis

Regression analysis is used to predict the dependent variable from one variable, i.e. linear regression, or more independent variables, i.e. multiple regression (Field, 2009). In this study, multiple regression was used to investigate the relationships between dependent variable (i.e. reading achievement) and independent variables (i.e. reading attitude dimensions and reading motivation dimensions). Multiple regression was also used to examine which independent variable was the best predictor for the dependent variable.

4. T-test and ANOVA

Both *t*-test and analysis of variance (ANOVA) in this study were used to examine the mean score difference of some groups. An independent sample *t*-test was employed to compare the means between two groups on the same continuous variable. Meanwhile, one-way analysis of variance (ANOVA) was employed to compare the means group differences from more than two groups. In this study, the dimensions of reading attitude and reading

motivation as well as reading achievement of *santris* were examined their differences based on demographic-related variables. The demographic-related variables included in this study were: (1) gender, (i.e. male or female); (2) grade, (grade X or XI); and (3) socio-economic status (i.e. family income per month). Furthermore, the post-hoc analyses were used to identify which dimensions of reading attitude and reading motivation differed by which groups.

CHAPTER IV
RESEARCH RESULTS AND DISCUSSIONS

This chapter describes results and discussions of the research that was conducted from October 31 to November 24, 2017. This chapter contains four sections namely description of the research data, description of hypothesis testing results, discussion, and limitation of the present study.

A. Description of the Research Data

Data description covers three sections namely the descriptive statistics for: (1) demographic variables including gender, grade, and socio-economic status; (2) psychological variables such as reading attitude and reading motivation; and (3) dependent variable, i.e. reading achievement.

1. Demographic Variables

Demographic-related variables in this research include gender, grade, and socio-economic status which covers family income of the respondents. Participants were drawn from senior high school students in grade X and XI of private Madrasah Aliyah (MA) who live in a type-B *pesantren* ($N=319$) in Yogyakarta Special Region Province.

Table 10. Descriptive Statistics of Participants' Demographic Variables

Gender		Grade		Family income	
	<i>N</i>		<i>N</i>		<i>N</i>
Male	133	X	112	A	50
Female	186	XI	207	B	45
				C	60
				D	55
				E	60
Total	319		319		270

a. Gender

It was found from the research that from 319 respondents, 133 of them were male students and 186 were females. Therefore, from four schools, female students outnumbered male students. There were 58.3% females in the present study, and 41.7% males as presented in Table 10.

b. Grade

Meanwhile, in terms of grade, there were 112 students from grade X and 207 students from grade XI in the present study. The number of XI graders was greater than the X graders since one school permitted the researcher to take participants from grade XI only. Instead of using two classes for grade X and two classes for grade XI, the researcher took four classes for grade X and two classes for grade XI, the researcher took four classes for grade XI. Therefore, the number of grade XI students was almost twice the number of grade X students. All the data are shown in Table 10.

c. Family Income

Furthermore, 270 out of 319 respondents gave their responses to the question about family income. The family income in this study was measured by asking the respondents to indicate their parents' monthly income in five categories: (1) A is for income \geq IDR 8,000,000/month; (2) B is for income \geq IDR 4,600,000/month, (3) C is for income \geq IDR 3,500,000/month, (4) D is for income \geq IDR 2,200,000/month, and (5) E is for income $<$ IDR 2,200,000/month (Setiawan, 2014). It was found that the students' family income spread evenly to each category. There were

60 participants coming from both C and E categories. Furthermore, 55 of them claimed they were from D category. It was found also that 50 students' parents had from considerably upper level of income in A category. Finally, 45 of them claimed they were included in B category of family income. Therefore, from the data, it can be concluded that *santris* who lived in *pesantren* presumably came from both rich and poor families. All the data about family income are presented in Table 10.

2. Psychological Variables

There were two variables categorized into psychological variables namely reading attitude and reading motivation. Those two variables, which were investigated through questionnaires, were described as follow.

a. Reading Attitude

To begin with, data for a reading attitude questionnaire are displayed in Table 11. As shown in the table, of 319 students, 1 student did not complete the questionnaire. Therefore, there were only 318 participants who completely finished the questionnaire.

The questionnaire for reading attitude consisted of 15 items with 4-point Likert scale. In case each person's response weighed 4 for all the 15 items, the maximum score for this questionnaire would be 60 points. The table shows that the minimum score for this variable was 15 and the maximum score was 54.

The table also shows that the range, which means the distance between the minimum and the maximum score, for reading attitude

variable was 39. In addition, according to the descriptive analysis, the standard deviation value was 6.043.

Table 11. The Descriptive Statistics of Reading Attitude

	N	Range	Minimum	Maximum	Std. Deviation
Reading Attitude	318	39	15	54	6.043
Valid N (listwise)	318				

b. Reading Motivation

Data for a reading motivation questionnaire result of 319 students are presented in Table 12. The questionnaire for reading motivation contains 45 items with 4-point Likert scale. Therefore, a maximum score for this questionnaire would be 180 points, in case each person's response weighed 4 for all the 15 items. The table shows that the minimum score for this variable was 71 and the maximum score was 157. This also shows that the range for reading motivation variable was 86. In addition, the standard deviation value was 14.121.

Table 12. The Descriptive Statistics of Reading Motivation

	N	Range	Minimum	Maximum	Std. Deviation
Reading Motivation	319	86	71	157	14.121
Valid N (listwise)	319				

3. Reading Achievement as a Dependent Variable

The dependent variable, which is reading achievement variable, was measured using 30-items reading test. According to the descriptive statistics analysis, it was found that the minimum score for the reading test was 2 and the maximum score was 24. The range, which shows the distance between minimum and maximum scores, was relatively big, i.e. 22. This implies that the distribution of the respondents ranged from students with low reading

test score to those with high reading test score. Furthermore, the standard deviation was 4.447. All the data were presented in Table 13.

Table 13. The Descriptive Statistics of Reading Achievement

	N	Range	Minimum	Maximum	Std. Deviation
Reading Test Score	319	22	2	24	4.447
Valid N (listwise)	319				

B. Description of Hypothesis Testing Results

This section presents the major findings based on the several statistical analyses. The first sub-section reports the findings from the results of exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) which address the first hypothesis about the reading attitude dimensions. The second sub-section reports the results from the EFA and CFA addressing the second hypothesis about the reading motivation dimensions. The third sub-section reports the findings from correlation and regression analyses to address the third hypothesis about the relationships among reading attitude, reading motivation, and reading achievement.

Sub-section four to nine reports the results of the *t*-test and analysis of variance (ANOVA) tests which examine the mean group difference of reading attitude dimensions, reading motivation dimensions, and reading achievement by students' demographic variables (e.g., gender, grade, and family income). Sub-section 10 reports the summary of independent sample *t*-test and ANOVA.

Sub-section 11 to 16 reports the result from the regression analysis to examine the demographic variables mentioned earlier as predictors of reading attitude dimensions, reading motivation dimensions, and reading achievement. The last sub-section reports the summary of regression analyses for all variables.

1. Hypothesis 1

This sub-section provides a comprehensible explanation to address the first hypothesis, i.e. There are two dimensions of *santri*'s reading attitude manifested in this study, i.e. academic reading, and recreational reading.

a. Initial Conceptualisation of Reading Attitude and Reading Motivation

The initial conceptualisation of reading attitude and reading motivation was guided by literature and findings from previous research. The classification of reading attitude dimensions is presented in Table 8 in Chapter 3. There are two main dimensions of reading attitude proposed by McKenna et al. (2012) namely attitude towards academic reading, and attitude towards recreational reading. The classification of reading motivation constructs is presented in Table 9 in Chapter 3. There are 11 reading motivation constructs as suggested by Wigfield and Guthrie (1997). Those constructs include reading efficacy, reading challenge, work avoidance, reading curiosity, reading involvement, importance of reading, reading for grades, competition in reading, recognition for reading, and reading compliances.

b. Results of Exploratory Factor Analysis (EFA) for Reading Attitude Questionnaire

Exploratory Factor Analysis (EFA) was used to identify the dimensions of reading attitude and see if the data in this study fits the model of reading attitude constructs suggested by McKenna et al. (2012).

There were 15 items which were divided into 2 factors in the initial questionnaire. During the exploratory factor analysis, several items from the initial model were eliminated and other items were retained. Exploratory Factor Analysis (EFA) was employed using both SPSS and *Mplus*. Three criteria were used to retain the factors in the EFA with SPSS, i.e. factor loadings, number of indicators in each factor. An item was retained if its factor loading was greater than $\pm.40$ (Field, 2009) and at least three items are required to avoid the identification problem (Starkweather & Herrington, 2016; Wang & Wang, 2012). Therefore, factors that have at least three items, were retained. In this process of conducting EFA, items first were deleted when they were not grouped on any of the factors. Second, the items were also deleted when they did not show factor loadings greater than $\pm.40$. Third, when a factor had fewer than three items, the factor itself was also deleted. In each step of the procedure, only one item was deleted at a time. At the 8th round of the EFA, the final results meeting the three criteria were achieved. In the final EFA, eight items were retained from the initial set of 15 items.

These eight items converged into two factors. Table 15 provides a summary of the final EFA results conducted with SPSS. It presents the items, the corresponding factors, and the standardised factor loadings. As can be seen, all the factor loadings were substantial in size (i.e., greater than .45 with an average of .62). Factor interpretations are provided following the presentation of the EFA with *Mplus* and CFA results in the

next sections (see sub-section d. Factor Interpretation for Reading Attitude).

In EFA with *Mplus*, five indices are considered to assess the model fit, i.e. the chi-square (χ^2) with its degrees of freedom (df) ratio, comparative fit index (CFI), Tucker-Lewis index (TLI), root mean square error of approximation (RMSEA), and standardised root mean square residual (SRMR) (Hooper, Coughlan, & Mullen, 2008). The TLI and CFI with values bigger than .90 or close to 1 reflect acceptable and good fit model (Byrne, 1991; Raykov & Marcoulides, 2000; Hooper, Coughlan, & Mullen, 2008; Morin, Marsh, & Nagengast, 2013). Meanwhile, for the RMSEA and SRMR, values smaller than .08 are acceptable and smaller than .05 may indicate good fit (Hooper, Coughlan, & Mullen, 2008; Kline, 2011; Morin, Marsh, & Nagengast, 2013). Furthermore, chi-square (χ^2) with its degrees of freedom (df) ratio values smaller than 3.00 are considered acceptable (Byrne, 1991).

Table 14. Summary of the EFA Fit Indices for Reading Attitude Questionnaire

Number of factors	χ^2/df	CFI	TLI	RMSEA	SRMR
1-factor	104.80/20 = 5.24	.88	.82	.12	.06
2-factor	16.62/13 = 1.28	.99	.99	.03	.02

The result of EFA is presented in Table 14. The table shows that the 2-factor model is better than the other model with fit indices of $\chi^2 = 16.62$; $df = 13$, $\chi^2/df = 1.28$; CFI = .99; TLI = .99; RMSEA = .03; and SRMR = .02. Eight items were retained from the initial set of 15 items. They converged into two factors with four items in each factor.

c. Results of Confirmatory Factor Analysis (CFA) for Reading Attitude Questionnaire

The final analysis to confirm the 2-factor model based on the EFA result was then conducted. This analysis is called confirmatory factor analysis (CFA). CFA is employed to confirm that the factors of the scales in the instrument are as hypothesized (Wang & Wang, 2012). The 2-factor model also showed an excellent fit data ($\chi^2 = 29.56$, $df = 19$, $\chi^2/df = 1.55$, CFI = .99, TLI = .98, RMSEA = .04, SSMR = .03) based on the CFA result.

The summary of the EFA results from both SPSS and *MPlus* and CFA results including the factors, items, factor loadings, and reliability of each factor is presented in in Table 15. It can be seen from the EFA results that all the factor loadings show a large value. All the factor loadings based on the SPSS result were larger than 0.45 with an average of 0.62. The analysis of *MPlus* shows a better result than that of SPSS since all the factor loadings were greater than 0.50 with an average of 0.65. Furthermore, factor interpretation based on the results of EFA and CFA is presented in Table 15.

Table 15. Summary of the EFA and CFA Results: Factors, Items, Standardised Factor Loadings, and Reliability of Each Scale of Reading Attitude

Items	EFA with SPSS/EFA with <i>MPlus</i> /CFA	
	Academic Reading	Recreational Reading
1. How do you feel about taking an English reading test?	.76 / .75 / .67	

continued

continued

2. How do you feel about doing reading English workbook pages and worksheets?	.70 / .75 / .75	
3. How do you feel about reading an English textbook?	.54 / .60 / .70	
4. How do you feel when the teacher asks you questions about what you read during English lesson?	.50 / .59 / .64	
5. How do you feel when you read an English book in school during free time?		.79 / .59 / .76
6. How do you feel when you read an English book on Friday?		.64 / .70 / .67
7. How do you feel about reading a novel for an English class?		.52 / .63 / .60
8. How do you feel about spending free time reading English texts or books?		.48 / .59 / .67
Cronbach's Alpha	.79	.77

Looking at Table 15, it is apparent that there are two dimensions of reading attitude namely academic reading and recreational reading attitudes. This finding confirms the factors proposed by McKenna et al., (2012) which covers academic reading and recreational reading. The researcher used two factors (i.e. academic reading and recreational reading in print setting) and did not include the two other factors related to online setting as the respondents in the present study had limited access to the internet connection. The interpretation of each factor is discussed in the following sub-section.

d. Factor Interpretation for Reading Attitude

Factor one is academic reading which consists of four items (#1, #2, #3, #4). This factor shows the students' tendency of having either positive or negative attitude towards academic reading in print setting. Key terms for this factor include "taking an English reading test",

“reading an English worksheet”, “reading an English textbook”, and “teacher asking questions about what have been read”. The loading factors for the three items range from .64 to .75. The reliability coefficient shows a value of .79 which can be considered as good for attitude scales (Michael, 2004).

Factor two is recreational reading consisting of four items as well (#5, #6, #7, #8). This factor represents the students’ attitude in a recreational print setting. Key terms for this factor include “reading English book during free time at school”, “reading in a school day off”, “reading novel”, and “spending free time for reading”. The loading factors for the three items range from .60 to .76. The reliability coefficient shows a value of .79 which also shows a good internal consistency.

From the results of EFA and CFA, it can be concluded that the first hypothesis of the present study was accepted as it has been statistically demonstrated that there were two dimensions of *santri*’s reading attitude manifested in this study.

2. Hypothesis 2

This sub-section provides a comprehensible explanation to address the second hypothesis, i.e. There are eleven dimensions of *santri*’s reading motivation manifested in this study, i.e. reading efficacy, reading challenge, work avoidance, curiosity, reading involvement, importance of

reading, reading for recognition, reading for grades, competition in reading, compliances, and social reasons for reading.

a. Results of Exploratory Factor Analysis (EFA) for Motivation for Reading Questionnaire (MRQ)

Exploratory Factor Analysis (EFA) was also conducted to identify the dimensions of reading motivation and see if the data in this study fit the model of motivation constructs suggested by Wigfield and Guthrie (1997). Initially, there were 45 items which were divided into 11 dimensions in the questionnaire. Then, several items from the initial model were eliminated based on the EFA results. From the result of EFA, there were 21 items retained from the initial set of the 45 items.

Table 16 shows the summary of the EFA fit indices from 1-factor model to 11-factor model. It is seen that from the 7-factor model to 11-factor model, the factor solutions seemed good. However, the model fit indices from the 7-factor to 8-factor solutions appeared to make no improvement. Also, a closer look at the 8-factor model to 11-factor model showed that some of the factors consisted of less than 3 items. Therefore, it was concluded that the best model was the 7-factor model containing 21 items with 3 items for each factor, with fit indices of $\chi^2 = 1016.50$; $df = 696$, $\chi^2/df = 1.48$ CFI = .91; TLI = .87; RMSEA = .04; and SRMR = .03.

Table 16. Summary of the EFA Fit Indices of MRQ

Number of factors	x^2/df	CFI	TLI	RMSEA	SRMR
1-factor	2373.47/945 = 2.51	.59	.57	.07	.09
2-factor	1829.17/901 = 2.03	.73	.70	.06	.06
3-factor	1458.65/858 = 1.70	.83	.80	.05	.05
4-factor	1368.19/816 = 1.68	.84	.80	.05	.04
5-factor	1203.30/775 = 1.55	.88	.84	.04	.04
6-factor	1103.99/735 = 1.50	.89	.86	.04	.04
7-factor	1016.50/696 = 1.46	.91	.87	.04	.03
8-factor	957.33/658 = 1.45	.91	.87	.04	.03
9-factor	977.52/621 = 1.57	.90	.83	.04	.03
10-factor	868.13/585 = 1.48	.92	.86	.04	.03
11-factor	771.65/550 = 1.40	.94	.88	.04	.03

b. Results of Confirmatory Factor Analysis (CFA) for Motivation for Reading Questionnaire (MRQ)

From the result of CFA, the 7-factor model showed an excellent fit ($\chi^2 = 229.15$, $df = 168$, $\chi^2/df = 1.36$, CFI = .95, TLI = .94, RMSEA = .03, SSMR = .06) which was even better than the EFA model fit. The summary of the EFA and CFA results including the factors, items, factor loadings, and reliability of each factor is presented in in Table 16. There were 21 items in the final set. These 21 items clustered into seven constructs. Table 17 provides a summary of the final EFA results conducted with *MPlus*, as well as the CFA result. Based on the EFA result using *MPlus*, all the factor loadings were quite large which were greater than .25 with an average of .55. Furthermore, factor interpretation based on the results of EFA and CFA is discussed following Table 17.

Table 17. Summary of the Exploratory and Confirmatory Factor Analysis Results: Factors, Items, Standardised Factor Loadings, and Reliability of Each Scale of MRQ

Items	EFA/CFA						
	RC	RI	IR	RE	C	CR	SR
1. I enjoy challenge of difficult reading passage.	.71/.71						
2. I like hard and challenging English textbook.	.74/.77						
3. I like it when the reading questions in textbooks make me think.	.25/.40						
4. I like reading English books.		.36/.75					
5. I am interested in reading stories though they are written in English.		.41/.62					
6. It is fun to read in English.		.40/.73					
7. By learning to read in English, I hope to be able to read English articles in newspapers or internet.			.82/.68				
8. Learning to reading in English is important because it will broaden my view.			.45/.76				
9. Learning to reading in English is important because it will be useful for my future education.			.42/.71				
10. I am good at reading in English subject.				.48/.54			
11. My grades for English reading classes at junior and senior high schools were not very good.				.63/.43			
12. English is my weak subject.				.68/.85			
13. I am learning to read in English merely because I would like to get good grades.					.69/.69		
14. I am taking an English reading class merely because it is a required subject.					.84/.78		
15. I would not voluntarily read in English unless it is required as homework or assignment.					.36/.52		
16. I like being the only one knows an answer in something we read.						.64/.69	
17. I like being the best at reading in English lesson.						.75/.71	
18. I like to finish doing English reading tasks before other students.						.54/.69	
19. I talk to my friends about what I read in the previous English lesson.							.69/.83
20. I like to tell my friends about what I am reading in English lesson.							.45/.50
21. I like to visit school library with my friends.							.28/.30
Cronbach's Alpha	.64	.76	.79	.63	.72	.73	.63

Notes: RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

c. Factor Interpretation for Reading Motivation

From the results from EFA and CFA, there were seven factors for reading motivation emerged among *santris*. Those factors are labelled as (1) reading challenge; (2) reading involvement; (3) importance of reading; (4) reading efficacy; (5) competition in reading; (6) compliances; and (7) social reasons for reading.

Factor one is reading challenge. Challenge in reading consists of three items (#1, #2, #3). This factor shows how students' motivation for reading is due to its challenge. Key terms for this factor include "challenge of difficult reading passage", "hard English textbook", and "reading questions that make me think". The loading factors for the three items range from .40 to .77. The reliability coefficient shows a value of .64 which can be considered as reliable.

Factor two is reading involvement. The second factor also consists of three items (#4, #5, #6). This factor represents the enjoyment of reading of the students that presumably lead their motivation for reading. The key terms such as "like", "interested in", and "fun" dominate this factor. The loading factors for each factor are also considerably high, that is ranging from .62 to .75. The Cronbach's Alpha is also reasonably high with .76.

Factor three is importance of reading. The importance of reading factor consists of three items (#7, #8, #9). This factor shows that the students' motivation to read is probably caused by their beliefs that reading is important for their lives, such as for helping them in reading

articles in the newspaper, broadening their view, and useful for their future education. The factor loadings for this factor are reasonably high as well as they range from .68 to .76. The Cronbach's Alpha also shows a value of .79 which shows a good consistency.

The fourth factor is reading efficacy. This factor, which consists of three items (#10, #11, #12), reflects the students' efficacy for reading. Key terms for this factor include "good at reading", and "reading is my weak subject". Items' factor loadings in this factor show values from .43 to .85. Meanwhile, the reliability coefficient shows a value of .63 which can be interpreted as a good internal consistency for personality test such as motivation test. It is supported by Michael (2004) who claims that reliability coefficient for personality is considered as good when it shows a value of .50 or higher.

Factor five is compliances. This factor also consists of three items (#13, #14, #15). This factor refers to the students' tendency to read merely because they just obey the rules from their teachers or schools. Key terms for this factor include "I read because it is a required subject" and "I would not voluntarily read unless it is a homework". The factor loadings show reasonably high values, ranging from .69 to .71. The reliability coefficient also shows a good internal consistency with value of .73.

Factor six is competition in reading. This factor, which consists of three items (#16, #17, #18), shows how the students are motivated in

reading due to their tendency to compete with other friends. Key terms for this factor include “being the only one knows the answer”, “being the best”, and “finish doing tasks before the others”. The factor loading for each item ranging from .52 to .78 can be considered as high. The reliability coefficient of the factor also shows reasonably high value at .72.

The last factor is social reasons for reading. This factor consists of three items (# 19, #20, #21). This last factor shows how social reasons become the major factor for the students to read. Key terms such as “talk to friends”, “tell my friends what I read”, and “visit library with friends” dominate this factor. Each item also shows good factor loading values which range from .30 to .83. However, it shows that the reliability coefficient does not show a good value as it shows .63.

d. Higher order Confirmatory Factor Analysis

A higher-order CFA was conducted to examine whether there were more general constructs underlying the factors of reading attitude and reading motivation. The higher-order CFA model was constructed with the nine variables at the first-order level and two factors at the second-order level. These 2 factors represent reading motivation and reading attitude. The data fitness of the second-order model was also good, with fit indices $\chi^2 = 505.50$, $df = 367$, $\chi^2/df = 1.38$, CFI = .94, TLI = .93, RMSEA = .03, SSMR = .06. The second-order level factors include reading motivation consisting of 7 factors (i.e. reading challenge, reading

involvement, importance of reading, reading efficacy, compliances, competition in reading, and social reasons for reading), and reading attitude containing 2 factors (academic and recreational reading). The second-order factorial structure is displayed in Figure 3.



Figure 3. A second-order factorial structure of reading motivation and reading attitude.

From the result of both factor analyses, it can be concluded that the second hypothesis of the present study was rejected as it has been

statistically demonstrated that instead of eleven, there were only seven dimensions of *santri's* reading motivation emerged in this study.

3. Hypothesis 3

This sub-section provides explanations to address the third hypothesis, i.e. There are positive and significant relationships between the dimensions of reading attitude, reading motivation and reading achievement.

This section presents the correlations among the factors of reading attitude and reading motivation, as well as reading achievement. The correlation was tested using Pearson correlation with SPSS 23. As shown in Table 18, the variables are correlated positively and significantly from low to moderate range. The strongest relations included those between reading involvement (RI) and recreational reading (RR) ($r = .59, p < .01$); reading involvement (RI) and academic reading (AR) ($r = .56, p < .01$); and academic reading (AR) and recreational reading (RR) ($r = .55, p < .01$). These findings showed that there are positive and significant relationships among reading attitude and reading motivation.

Furthermore, according to Table 18, reading achievement also has positive and significant relationships with reading attitude and reading motivation. The strongest relations included those between reading achievement and reading attitude dimensions. Reading achievement (RA) was significantly correlated with academic reading (AR) ($r = .34, p < .01$) and recreational reading (RR) ($r = .31, p < .01$). Next, the strongest relations between reading achievement and reading motivation dimensions were found

between reading achievement (RA) and reading involvement (RI) ($r = .27$, $p < .01$) and reading achievement (RA) and importance of reading (IR) ($r = .27$, $p < .01$). Last of all, there were relationships though not significant between compliances (C) and competition in reading (CR) and between reading achievement (RA) and social reasons for reading (SR). Further results of the correlations among variables are summarised in the following table.

Table 18. Correlations among Variables

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
1. RA	1									
2. AR	.34**	1								
3. RR	.31**	.55**	1							
4. RC	.21**	.40**	.45**	1						
5. RI	.27**	.56**	.59**	.42**	1					
6. IR	.27**	.44**	.40**	.35**	.45**	1				
7. RE	.20**	.40**	.32**	.31**	.43**	.18**	1			
8. C	.22**	.43**	.38**	.23**	.37**	.25**	.27**	1		
9. CR	.14*	.29**	.14*	.20**	.28**	.26**	.24**	.00	1	
10. SR	.04	.26**	.30**	.30**	.27**	.16**	.24**	.16**	.23**	1

Notes:

** . Correlation is significant at the 0.01 level.

* . Correlation is significant at the 0.05 level.

RA= Reading Achievement; AR= Academic Reading; RR= Recreational Reading; RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

As positive correlations were found between the dimensions of reading attitude, reading motivation, and reading achievement, further analysis was conducted to investigate what dimensions of reading attitude and reading motivation that best predict reading achievement. There were 9 models examined by using regression analysis as displayed in Table 19.

Table 19. Summary of the Regression Analysis Models for Variables Predicting Reading Achievement

No.	Model	Predictors	R Square	t	Sig
1.	Model 1	Academic reading	.117	6.428	.000
2.	Model 2	Academic reading Recreational reading	.139	4.048 2.563	.000 .011
3.	Model 3	Academic reading Recreational reading Reading challenge	.143	4.037 2.149 .391	.000 .032 .696
4.	Model 4	Academic reading Recreational reading Reading challenge Reading involvement	.143	3.723 1.899 .343 .304	.000 .059 .732 .761
5.	Model 5	Academic reading Recreational reading Reading challenge Reading involvement Importance of reading	.150	3.356 1.761 .133 .052 1.507	.001 .079 .894 .958 .133
6.	Model 6	Academic reading Recreational reading Reading challenge Reading involvement Importance of reading Reading efficacy	.153	3.152 1.768 -.024 -.242 1.560 1.041	.002 .078 .981 .809 .120 .299
7.	Model 7	Academic reading Recreational reading Reading challenge Reading involvement Importance of reading Reading efficacy Compliances	.156	2.876 1.659 .089 -.338 1.578 .994 .805	.004 .098 .929 .736 .116 .321 .421
8.	Model 8	Academic reading Recreational reading Reading challenge Reading involvement Importance of reading Reading efficacy Compliances Competition in reading	.156	2.775 1.674 .077 -.365 1.528 .949 .841 .278	.006 .095 .939 .715 .128 .344 .401 .781
9.	Model 9	Academic reading Recreational reading Reading challenge Reading involvement Importance of reading Reading efficacy Compliances Competition in reading Social reasons for reading	.168	2.818 1.922 .316 -.243 1.382 1.126 .932 .640 -2.042	.005 .056 .752 .808 .168 .261 .352 .523 .042

Among 9 models examined in the previous table, model 9 shows the best model of regression analysis for factors predicting reading achievement since the higher the R square, the better the model fits the data (Frost, 2013). The R square for model 9 was found the highest among the other models ($R^2 = .168$). It means that the predictors explained 16.8% of the variability in reading achievement. In other words, reading achievement among *santris* as respondents in this present study could be explained by the variables of reading attitude and reading motivation dimensions by 16.8%, while the rest, $100\% - 16.8\% = 83.2\%$ might presumably explained by other variables which were not observed in this study. The result of the R square for variables predicting reading achievement is presented in Table 20.

Table 20. The Summary of Regression Analysis of Variables predicting Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.143	4.104

a. Predictors: (Constant), AR, RR, RC, RI, IR, RE, C, CR, SR

Furthermore, Table 21 shows that the regression model predicts the dependent variable (reading achievement) significantly well. It can be seen that the p value of .000 which means $p < .05$ and indicates that the independent variables as a group statistically significantly predict the dependent variable (reading achievement), $F(9, 292) = 6.567, p < .05$.

Table 21. ANOVA Table Indicating a Significant Relationship Between the Variables

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	995.415	9	110.602	6.567	.000 ^b
Residual	4917.661	292	16.841		
Total	5913.076	301			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), AR, RR, RC, RI, IR, RE, C, CR, SR

Furthermore, to investigate exactly which variables predict reading achievement, the coefficient table in Table 22 is used. This table shows that only academic reading ($p < .05$) and social reasons for reading ($p < .05$) that could significantly predict reading achievement. The remaining variables failed to predict reading achievement ($p > .05$).

Table 22. The Summary of Coefficients of Variables predicting Reading Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.252	.236		51.834	.000
AR	.824	.292	.210	2.818	.005
RR	.553	.288	.142	1.922	.056
RC	.076	.241	.020	.316	.752
RI	-.073	.300	-.018	-.243	.808
IR	.348	.252	.087	1.382	.168
RE	.278	.247	.070	1.126	.261
C	.219	.235	.058	.932	.352
CR	.149	.232	.038	.640	.523
SR	-.538	.263	-.120	-2.042	.042

a. Dependent Variable: Reading Achievement

Overall, a multiple regression was run to examine the predictors of reading achievement. The reading attitude and reading motivation dimensions statistically significantly predicted reading achievement, $F(9, 292) = 6.567$, $p < .05$, $R^2 = .168$. However, among nine variables, only two variables which were statistically significant to the prediction with $p < .05$.

From the results of correlational analyses, the third hypothesis of the present study was accepted as it has been statistically demonstrated that there were positive and significant relationships between reading attitude dimensions, reading motivation dimensions, and reading achievement.

4. Hypothesis 4

This section provides a comprehensible explanation to address the fourth hypothesis, i.e. There are significant differences in students' reading attitude dimensions by gender. The mean score differences of reading attitude dimensions were analysed in the present study. The analysis was conducted to investigate whether reading attitude differs by gender (e.g. Kennedy & Halinski, 1975; McKenna, Kear, & Ellsworth, 1995; Logan & Johnston 2009; McKenna et al., 2012). In the present study, the researcher used independent sample *t*-test to test whether reading attitude dimensions were differed by gender (i.e. male and female).

The first variable measured by using the independent *t*-test was reading attitude. It was later found that the two reading attitude dimensions were statistically differed by gender. The analysis investigated whether the two reading attitude factors differed between males and females.

Table 23. Independent Sample *t*-test Reading Attitude by Gender

	Male <i>M</i> (<i>SD</i>)	Female <i>M</i> (<i>SD</i>)	<i>t</i>-value	<i>p</i>-value
Academic Reading	-.21 (1.18)	.15 (1.05)	-2.88	.004
Recreational Reading	-.24 (1.08)	.17 (1.13)	-3.27	.001

It is shown from Table 23 that female students ($M = .15, SD = 1.05$) reported higher attitude in terms of “academic reading” than male students ($M = -.21, SD = 1.18; t[312] = -2.88, p = .004$). Similarly, female students ($M = .17, SD = 1.13$) also reported higher attitude in terms of “recreational reading” compared to male students ($M = -.24, SD = 1.08; t[311] = -3.27, p = .001$).

Therefore, from the *t*-test results, it appears female students had statistically significant higher reading attitude than male students.

The fourth hypothesis, therefore, was accepted since it was found a statistically significant difference on students' reading attitude by one of the demographic variables, i.e. gender.

5. Hypothesis 5

This section provides explanation to address the fifth hypothesis, i.e. There are significant differences in students' reading attitude dimensions by grade. An independent sample *t*-test was also run to test whether reading attitude dimensions were differed by grade (grade X and grade XI).

Table 24. Independent Sample *t*-test Reading Attitude by Grade

	Grade X <i>M (SD)</i>	Grade XI <i>M (SD)</i>	<i>t</i>-value	<i>p</i>-value
Academic Reading	.09 (1.15)	-.05 (1.11)	1.09	.275
Recreational Reading	.14 (1.15)	-.08 (1.11)	1.63	.103

Table 24 shows that the *p*-value for both “academic reading” and “recreational reading” are greater than .05. Therefore, from the table, it is concluded that there were no significant differences in students' reading attitude dimensions by grade. The fifth hypothesis was then rejected.

6. Hypothesis 6

This section provides a comprehensible explanation to address the sixth hypothesis, i.e. There are significant differences in students' reading motivation dimensions by gender. The mean score differences of reading motivation dimensions were analysed in this study. This analysis using

independent sample *t*-test was run to investigate whether reading motivation differs by gender (e.g. Baker & Wigfield 1999; Unrau & Schlackman, 2006; Marinak & Gambrell, 2010).

Table 25. Independent Sample *t*-test Reading Motivation by Gender

	Male <i>M (SD)</i>	Female <i>M (SD)</i>	<i>t</i> -value	<i>p</i> -value
Reading Challenge	-.05 (1.10)	.03 (1.23)	-.653	.514
Reading Involvement	-.24 (1.10)	.17 (1.08)	-3.30	.001
Importance of Reading	-.19 (1.13)	.13 (1.10)	-2.57	.011
Reading Efficacy	.01 (1.19)	-.007 (1.06)	.097	.923
Compliances	.01 (1.07)	-.009 (1.21)	.176	.860
Competition in Reading	-.20 (1.18)	.14 (1.10)	-2.67	.008
Social Reasons for Reading	-.12 (.954)	.089 (1.02)	-.188	.060

It was found that three out of seven factors in reading motivation (reading involvement, importance of reading, and competition in reading) had significant differences in terms of gender. No significant difference on reading challenge, reading efficacy, compliances, and social reasons for reading by gender are found from the *t*-test as the *p*-values are > .05.

As can be seen in Table 25, female students ($M = .17, SD = 1.08$) showed higher “reading involvement” than male students ($M = -.24, SD = 1.10; t[317] = -3.30, p = .001$). In the same vein, female students ($M = .13, SD = 1.10$) also showed higher motivation in terms of “importance of reading” than male students ($M = -.19, SD = 1.13; t[315] = -2.57, p = .011$). Similarly, female students ($M = .14, SD = 1.10$) also showed higher “competition in reading” than male student ($M = -.20, SD = 1.18; t[317] = -2.67, p = .008$). Therefore, from the *t*-test results, it appears female *santris* had statistically significant higher reading motivation than male *santris*. The ninth hypothesis stating that

there are significant differences in students' reading motivation dimensions by gender was, therefore, accepted.

7. Hypothesis 7

This section provides a comprehensible explanation to address the seventh hypothesis, i.e. There are significant differences in students' reading motivation dimensions by grade. The mean score differences of reading motivation dimensions were analysed in the present study. This analysis was conducted to investigate whether reading motivation differs by grade. The independent sample *t*-test was also performed to investigate whether and which of the reading motivation factors differed by grade.

Table 26. Independent Sample t-test Reading Motivation by Grade

	Grade X <i>M (SD)</i>	Grade XI <i>M (SD)</i>	<i>t</i> -value	<i>p</i> -value
Reading Challenge	-.02 (1.19)	.01 (1.17)	-.212	.832
Reading Involvement	.16 (1.15)	-.08 (1.08)	1.87	.062
Importance of Reading	.01 (1.15)	-.00 (1.10)	.149	.882
Reading Efficacy	.15 (1.12)	-.08 (1.10)	1.84	.067
Compliances	.11 (1.13)	-.06 (1.17)	1.29	.197
Competition in Reading	.25 (1.07)	-.13 (1.16)	2.92	.004
Social Reasons for Reading	.07 (.928)	-.04 (1.03)	1.00	.315

It was found that competition in reading was the only factor of reading motivation that had statistically significant difference by grade. As shown in the table, no significant difference on reading challenge, reading involvement, importance of reading, reading efficacy, compliances, and social reasons for reading by grade are found from the *t*-test as the *p*-values are > .05.

Table 26 shows that grade X students ($M = .25, SD = 1.07$) had higher “competition in reading” than grade XI students ($M = -.13, SD = 1.16; t[317]$

= -2.92, $p = .004$). Therefore, from the t -test results, it appears grade X students had statistically significant higher reading motivation than grade XI students. The tenth hypothesis was, therefore, accepted.

8. Hypothesis 8

This section provides a comprehensible explanation to address the eighth hypothesis, i.e. There is a significant difference in *santri's* reading achievement by gender. The mean score differences of reading achievement were analysed in the present study. These analyses were conducted to investigate whether reading achievement differs by gender (e.g. Swalander & Taube, 2007; Logan & Johnston, 2009; OECD, 2016). The reading achievement which was represented by reading test score was tested whether or not it is differed by gender.

Table 27. Independent Sample t -test Reading Achievement by Gender

	Male <i>M (SD)</i>	Female <i>M (SD)</i>	<i>t</i>-value	<i>p</i>-value
Reading Achievement	11.57 (4.56)	12.66 (4.32)	-2.16	.03

Table 27 shows the result of t -test for reading achievement by gender. It was found that female students ($M = 12.66$, $SD = 4.32$) had higher reading test score than male students ($M = 11.57$, $SD = 4.56$; $t[317] = -2.16$, $p = .03$). The eighth hypothesis was, therefore, accepted.

9. Hypothesis 9

This section provides a comprehensible explanation to address the ninth hypothesis, i.e. There is a significant difference in *santri's* reading achievement by family income. This section presents the results from

ANOVA tests on the reading test score (reading achievement) when analysed by family income per month. The family income was divided into five categories: (1) A is for income \geq IDR 8,000,000/month; (2) B is for income \geq IDR 4,600,000/month, (3) C is for income \geq IDR 3,500,000/month, (4) D is for income \geq IDR 2,200,000/month, and (5) E is for income $<$ IDR 2,200,000/month (Setiawan, 2014). To make it clear, the researcher labelled category A as a high income, B as upper-middle income, C as middle income, D as lower-middle income, and E as low income. The results were presented in Table 28.

Table 28. One-Way ANOVA of Reading Achievement by Family Income

ANOVA						
Reading Achievement						
	Sum of Squares	df	Mean Square	F	Sig.	Post hoc
Between Groups	234.880	4	58.720	3.123	.016	D > B
Within Groups	4982.087	265	18.800			
Total	5216.967	269				

It can be seen from the result of the one-way ANOVA that there was a statistically significant difference in students' reading achievement when measured by family income per month ($F[4,265] = 3.12, p = .01$). From the post hoc analysis, it was found that students from lower-middle income category ($M = 13.71, SD = 4.31$) had higher reading test score compare to students from upper-middle income category ($M = 10.96, SD = 4.27$). The 18th hypothesis, therefore, was accepted.

10. Summary of *t*-test and ANOVA

From Table 29, it can be seen that the majority of the differences were found on gender. Female students reported higher reading attitude, reading

motivation (i.e. “reading involvement”, “importance of reading”, and “competition in reading”) and reading achievement compared to male students. Then, it is interesting to find out that differences on grade was found in “competition in reading” only, meaning that grade X students reported higher competition in reading than grade XI students. Last but not least, the difference of family income was found in students’ reading achievement.

Table 29. Summary of *T-test* and ANOVA Results

No	Variables	Gender	Grade	Family Income	# of ✓
1	Reading Attitude				
	a. Academic Reading	✓	ns	-	1
	b. Recreational Reading	✓	ns	-	1
2	Reading Motivation				
	a. Reading Challenge	ns	ns	-	1
	b. Reading Involvement	✓	ns	-	1
	c. Importance of Reading	✓	ns	-	1
	d. Reading Efficacy	ns	ns	-	0
	e. Compliances	ns	ns	-	0
	f. Competition in Reading	✓	✓	-	2
	g. Social Reasons for Reading	ns	ns	-	0
3.	Reading Achievement	✓	-	✓	2
	# of ✓	6	1	1	

Notes:

A symbol ✓ means that the differences were significant at the $p < .05$ level. ns= no significant differences. AR= Academic Reading; RR= Recreational Reading; RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

11. Hypothesis 10

This section provides a comprehensible explanation to address the tenth hypothesis, i.e. Reading attitude dimensions are significantly predicted by gender. After investigating the mean score differences of the variables using

t-test and ANOVA, the next analysis is about investigating whether the demographic variables based on the result of *t-test* and ANOVA predict reading attitude dimensions. Regression analysis using SPSS 23 was conducted to examine predictors for the dependent variables, i.e. academic reading and recreational reading attitudes. Both of the dimensions of reading attitude were employed as dependent variables for the regression models.

a. Academic reading

Based on the independent sample *t-test*, “academic reading” was differed by gender. In the regression model, this variable was used as independent variable for “academic reading”. It can be seen in Table 30 that “academic reading” was statistically significantly predicted by students’ gender ($\beta = .16, p < .05$). The predictor, i.e. gender, explained 2.6% of the variability in “academic reading”.

Table 30. Summary of the Regression Analysis for Gender as a Predictor for Academic Reading Attitude

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.578	.210		-2.749	.006
Gender	.365	.127	.161	2.879	.004

b. Recreational reading

In the same vein, gender was also used to explain students’ “recreational reading”. In this model, the variable – gender ($\beta = .18, p < .05$)– was also found to be a significant predictor for students’ recreational reading attitude. It explained 3.3% of the variance in “recreational reading”. The results are summarised in Table 31.

Table 31. Summary of the Regression Analysis for Gender as Predictor for Recreational Reading Attitude

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.664	.212		-3.128	.002
Gender	.419	.128	.183	3.276	.001

Based on the statistical analysis, the tenth hypothesis was accepted since it was found that both reading attitude dimensions were significantly predicted by gender.

12. Hypothesis 11

This section addresses the 11th hypothesis, i.e. Reading attitude dimensions are significantly predicted by grade. Regression analysis was supposed to be a statistical analysis to test this hypothesis. However, due to the result from the *t*-test that showed no significant difference in *santri*'s reading attitude dimensions in terms of grade (see Table 24), the regression analysis could not be run for these variables. This decision was taken based on the assumptions of linear regression, in which, one of them is that there should be linear relationship between the dependent and independent variable (Lavrakas, 2008). Therefore, the 11th hypothesis was rejected, as reading attitude dimensions were not significantly predicted by grade.

13. Hypothesis 12

This section provides a comprehensible explanation to address the 12th hypothesis, i.e. Reading motivation dimensions are significantly predicted by gender. Based on the results in the previous discussions, only variables which show significant relationships to the reading motivation dimensions were

selected as independent variables. The independent sample *t*-test revealed that three out of seven dimensions of reading motivation were significantly differed by gender (see Table 25). Those three dimensions which include reading involvement, importance of reading, and competition in reading were employed as dependent variables for the regression models.

a. Reading involvement

In the regression analysis, gender was used as independent variable for “reading involvement”. As shown in Table 32, gender ($\beta = .18, p < .05$) statistically and significantly predicted students’ “reading involvement”. This predictor explained 3.3% of the variance in the “reading involvement”.

Table 32. Summary of the Regression Analysis for Gender as a Predictor for Reading Involvement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.650	.206		-3.152	.002
Gender	.411	.124	.182	3.301	.001

b. Importance of reading

Gender was also used as independent variable for “importance of reading”. It can be seen from Table 33 that gender ($\beta = .14, p < .05$) statistically and significantly predicted students’ “importance of reading”. This predictor explained 2.1% of the variance in the “importance of reading”.

Table 33. Summary of the Regression Analysis for Gender as a Predictor for Importance of Reading

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.516	.210		-2.452	.015
Gender	.326	.127	.143	2.568	.011

c. Competition in reading

In the regression analysis, gender was used as independent variable for “competition in reading”. Table 34 shows that gender ($\beta = .15$, $p < .05$) statistically and significantly predicted students’ “competition in reading”. This predictor explained 2.2% of the variance in the “competition in reading”.

Table 34. Summary of the Regression Analysis for Gender as a Predictor for Competition in Reading

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.543	.214		-2.538	.012
Gender	.343	.129	.148	2.658	.008

Based on the result of regression analyses, gender significantly predicted three reading motivation dimensions. Therefore, the 12th hypothesis was accepted as reading motivation dimensions, i.e. reading involvement, importance of reading, and competition in reading were significantly predicted by gender.

14. Hypothesis 13

This section reports a comprehensible explanation to address the 13th hypothesis, i.e. Reading motivation dimensions are significantly predicted by grade. The independent sample *t*-test revealed that one dimension of reading

motivation, was significantly differed by grade (see Table 26). Therefore, competition in reading was employed as a dependent variable for the regression models. Furthermore, in the regression analysis, grade was used as independent variable for “competition in reading”. As shown in Table 35, grade ($\beta = .16, p < .05$) statistically and significantly predicted students’ “competition in reading”. This predictor explained 2.6% of the variance in the “competition in reading”.

Table 35. Summary of the Regression Analysis for Grade as a Predictor for Competition in Reading

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.640	.228		2.804	.005
Grade	-.388	.133	-.162	-2.919	.004

Based on the result of regression analyses, grade significantly predicted one reading motivation dimension. Therefore, the 13th hypothesis was accepted as reading motivation dimension, i.e. competition in reading was significantly predicted by grade.

15. Hypothesis 14

This section provides a comprehensible explanation to address the 14th hypothesis, i.e. Reading achievement is significantly predicted by gender. The regression analysis, calculated using SPSS version 23, was also used to examine predictor for the dependent variable, i.e. reading achievement. Based on the results in the previous discussions, only variable which show significant relationships to the reading achievement was selected as an independent variable. Students’ reading achievement, which was tested by

using *t-test* was found different by students' gender. Therefore, this variable was used as the independent variable for students' reading achievement in the regression analysis. Table 36 shows the result of the regression analysis that gender ($\beta = .12, p < .05$) statistically and significantly predicted students' reading achievement. The two variables explained 1.5% of the variance in reading achievement.

Table 36. Summary of the Regression Analysis for Gender as a Predictor Reading Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.487	.832		12.598	.000
Gender	1.084	.502	.120	2.160	.032

Based on the result of regression analysis, gender statistically and significantly predicted reading achievement. Therefore, the 14th hypothesis was accepted as reading achievement was significantly predicted by gender.

16. Hypothesis 15

This section provides a comprehensible explanation to address the 15th hypothesis, i.e. Reading achievement is significantly predicted by family income. This hypothesis was tested by using regression analysis. In the same vein, only variable which showed significant relationship to reading achievement was chosen as an independent variable. Students' reading achievement, which was tested by using ANOVA was found different by family income. Therefore, this variable was used as the independent variable for students' reading achievement in the regression analysis. Table 48 presents that family income ($\beta = .13, p < .05$) significantly predicted students'

reading achievement. The two variables explained 1.7% of the variance in reading achievement.

Table 37. Summary of the Regression Analysis for Family Income as a Predictor Reading Achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11.172	.645		17.327	.000
Family Income	.412	.189	.132	2.185	.030

Based on the result of regression analysis, family income significantly predicted reading achievement. Therefore, the 15th hypothesis was accepted as reading achievement was significantly predicted by family income.

17. Summary of the regression analysis

The summary of regression analysis results is presented in Table 38. A symbol ✓ in the table means that the predictors significantly predicted the dependent variables at the $p < .05$ level. Results presented in this summary table can be compared to the summary table based on *t-test* and ANOVA in the previous section (see Table 29). Comparison between Table 29 and Table 38 shows that all variables based on the *t-test* and ANOVA results (i.e., gender, grade, and family income) statistically significantly predicted students' reading attitude dimensions, reading motivation dimensions (i.e. reading challenge, reading involvement, importance of reading, and competition in reading), and reading achievement.

From Table 38, it can be seen that gender explained the majority of the dependent variables, such as academic reading, recreational reading, reading involvement, importance of reading, competition in reading, and reading

achievement. Finally, grade and family income explained one dependent variable only, i.e. competition in reading and reading achievement, respectively.

Table 38. Summary of Regression Analyses Results

No	Variables	Gender	Grade	Family Income	# of ✓
1	Reading Attitude				
	c. Academic Reading	✓	ns	-	1
	d. Recreational Reading	✓	ns	-	1
2	Reading Motivation				
	h. Reading Challenge	ns	ns	-	1
	i. Reading Involvement	✓	ns	-	1
	j. Importance of Reading	✓	ns	-	1
	k. Reading Efficacy	ns	ns	-	0
	l. Compliances	ns	ns	-	0
	m. Competition in Reading	✓	✓	-	2
	n. Social Reasons for Reading	ns	ns	-	0
3.	Reading Achievement	✓	-	✓	2
	# of ✓	6	1	1	

Notes:

A symbol ✓ means that the relationships were significant at the $p < 0.05$ level. AR= Academic Reading; RR= Recreational Reading; RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

C. Discussions

The main objective of this study was to investigate the relationships between *santri's* reading attitude, reading motivation, and reading achievement. Several demographic variables were also included in the analyses. This section provides discussions related to the findings in the previous section and connect them with the theories and/or other relevant studies.

1. Dimensions of reading attitude and reading motivation

Two methods of factor analysis, i.e. exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed to expose the dimensions of reading attitude and reading motivation among *santris*. These factor analyses were performed to test the first and second hypothesis. The first hypothesis was accepted as the results confirmed the hypothesis while the second hypothesis was rejected since different finding was found in this study.

The first hypothesis was accepted since both results from EFA and CFA showed that two reading attitude dimensions emerged in this present study, i.e. academic reading and recreational reading. This study, therefore, supports the findings from the earlier studies (e.g., McKenna & Kear, 1990; McKenna et al., 1995; 2012) which suggest that students' reading attitude encompasses two dimensions: academic reading and recreational reading attitudes. The initial set of reading attitude questionnaire in the current research only covered these two dimensions in print setting and did not include those in online setting since *santris* as participants in this study are not allowed to bring any gadget both in dormitory and school thus, their access to be online during schooldays is limited (Mahasin, 2017). This finding might be interpreted that reading attitude could be measured by the two constructs, namely, attitude towards academic reading (e.g. reading English textbook, reading assignment), and attitude towards recreational reading (e.g. reading for pleasure such as reading English novel).

The second hypothesis, on the other hand, was rejected. The results of EFA and CFA for reading motivation revealed that instead of 11 dimensions as suggested by Wigfield and Guthrie (1997), there were seven dimensions of reading motivation: (1) reading challenge; (2) reading involvement; (3) importance of reading; (4) reading efficacy; (5) competition in reading; (6) compliances; and (7) social reasons for reading manifested in the current research. Interestingly, four of the 11 dimensions (i.e., work avoidance, curiosity, recognition, and grades) did not emerge in this study.

The possible reason for the absence of work avoidance dimension might be that *santris* are trained to obey and respects their teachers (Chairani & Subandi, 2010; Fauzi, 2012; Asnawi et al., 2016) so that they have no reasons to avoid any reading tasks given by their teachers. They mostly read *kitab kuning* or classical Islamic texts either in *pesantren* or at *madrasah*. This fact was found by the researcher in all four different schools during the data collection process. In the classroom, even, there must be either *kitab kuning* or Holy Qur'an on their school desks. Then, some of them, when they had finished completing the questionnaires, they started reading their *kitab* and writing some verses in *Arabic* on a piece of paper.

As they had a tight schedule in the dormitory, they did not have much time to read things other than what have been assigned to. This statement was given by the *santris* themselves to the researcher. This reason might lead them not to have much curiosity to read. In the same vein, some *santris* admitted that English was not their top priority since their main purpose

living and studying in *pesantren* was focusing on the study of religious texts and for some, memorizing verses from Holy Qur'an. This is in line with the statement from Dhofier (2011) stating that the main reason for a *santri* choosing *pesantren* life is to study Holy Qur'an, Hadith, and other Islamic scriptures. Therefore, they presumably neither care for their recognition nor their grades in English reading.

Different results might be found in *santris* from Type-D *pesantren* or modern *pesantren*. Those staying in Type-D *pesantren* can attend any formal school outside the *pesantren* (Muhaimin, 2006). They could possibly choose a formal school under the supervision of Ministry of Education and Culture (MOEC) which secular subjects weigh greater than religious subjects. Those living in modern *pesantren* with modern system of *pondok* might also have different results as both Arabic and English were taught there. In contrast to the Type-B and other traditional *pesantren*, in some modern *pesantren*, even, *santris* are obliged to communicate in both Arabic and English in their dormitory (Zarkasyi, 2015).

2. Relationships between *santri's* reading attitude, motivation, and achievement

Correlational analysis was employed to test the third hypothesis which was accepted. Table 18 shows correlations among reading motivation factors, reading attitude factors, and reading achievement. The correlational analysis revealed that there were positive correlations among reading motivation dimensions. This finding, therefore, supports the findings from previous

studies (e.g. Wigfield & Guthrie, 1997; Baker & Wigfield, 1999; Wang & Guthrie, 2004; Watkins & Coffey, 2004; Guthrie et al., 2007) which claim that all reading motivation factors are correlated positively and in the moderate range. Similarly, it was also found that there was a positive correlation between academic reading and recreational reading attitude. This result reflects those of McKenna et al. (2012) who claim that there is a comparably high relationship between academic and recreational reading in print setting. Furthermore, as can be seen from Table 18 as well, both reading motivation and reading attitude dimensions are correlated positively. In accordance with the present result, previous study from Baker and Wigfield (1999) states that motivated readers will have positive attitudes toward reading.

In addition, Table 18 presents that reading achievement (RA) also had positive and significant relationships with reading attitude and reading motivation dimensions. It was found that reading achievement had significant and positive relationship with reading attitude dimensions (i.e., academic reading and recreational reading). Interestingly, the correlation between reading achievement (RA) and academic reading (AR) was stronger than recreational reading (RR). This means that students who gained higher scores in the reading test felt happy when they took English reading test, read English worksheets and textbooks, and when their teacher asked questions about what they read and vice versa.

This finding shows that positive attitude towards reading has led the role of reading as primary source of second language input that can enrich the learners' knowledge of the language in terms of grammar, discourse structure and vocabulary (Nation, 2009; Salikin, et al., 2017) and thus develop the students' reading comprehension skills (Nation, 2009). It also makes sense since they loved to read English texts and questions in their worksheets, they would be accustomed to the typical texts and questions in reading test, and thus they could perform better in the test. This finding is also supported by the result of regression analysis that academic reading was the only dimension of reading attitude that could significantly predict reading achievement (see Table 22).

Likewise, it was found that reading achievement (RA) was positively correlated with reading motivation dimensions. Among the seven dimensions, the relationships between reading achievement (RA) and reading involvement (RI) and between reading achievement (RA) and importance of reading (IR) were found stronger than the others. These results indicate that those with higher score in reading test had higher reading involvement and believed that reading was important. This means that students who liked reading English books, were interested in reading English stories, thought that reading in English was fun, wanted to read more English articles in newspaper and internet, and believed that English was significant for their future might achieved higher scores in English reading test and vice versa. This is in line with the previous finding from Unrau and Schlackman (2006) claiming that

for Asian students, there is a positive correlation between reading achievement (RA) and reading involvement (RI) in which this relationship is stronger than the other factors ($r = .23, p < .01$).

The items included in reading involvement (RI) and importance of reading (IR) dimensions reflect the characteristics of extensive reading, for instances, reading stories and newspapers (Harmer, 2007; Richards, 2015). This type of reading can help students nurture their reading habit and thus also develop their reading skills (Richards & Renandya, 2002; AL-Homoud & Schmitt, 2009; Richards & Schmidt, 2010; Richards, 2015). This reason might explain the finding that the relationships between reading achievement (RA) and reading involvement (RI) and between reading achievement (RA) and importance of reading (IR) were found stronger than the other reading motivation dimensions.

On the other hand, as shown in Table 18, no significant relationships between reading achievement (RA) and social reasons for reading (SR) and between compliances (C) and competition in reading (CR) was found. In accordance with the present result, previous study from Wigfield and Guthrie (1997) has revealed no significant relationships between reading achievement (RA) and social reasons for reading (SR) and between compliances (C) and competition in reading (CR).

3. Relationships between *santri*'s reading attitude, reading motivation, reading achievement and demographic variables

This sub-section provides discussions on the mean difference between reading attitude, reading motivation, reading achievement and demographic variables and also which demographic variables that best predict reading attitude, reading motivation, reading achievement. Demographic variables that were examined in this study incorporated gender, grade, and family income. The mean score differences of each dimension in reading attitude and reading motivation as well as reading achievement were examined based on the demographic variables.

a. Reading attitude, motivation, achievement and gender

Interestingly, gender differences were found in all variables (i.e., reading attitude, reading motivation, and reading achievement). Female students reported statistically significant higher reading attitude in both academic reading, recreational reading dimensions than male students. This finding is in agreement with the previous studies claiming that females have higher reading attitudes compared to males (Kennedy & Halinski, 1975; Smith, 1990; McKenna et al., 1995; 2012; Ghaith, 2003; Swalander & Taube, 2007; Martinez, Aricak, & Jewell, 2008; Logan & Johnston, 2009; and McQuillan, 2013). This result might be different if the researcher included academic and recreational reading attitudes in digital settings as McKenna et al. (2012) claim that boys tend to have more positive attitude towards reading in digital settings.

Similarly, gender differences were also found in reading motivation. Female students had statistically significant higher reading motivation in three dimensions, i.e. reading involvement, importance of reading, competition in reading than male students. This finding is consistent with a study claiming that females have significantly higher intrinsic reading motivation than male students (McGeown et al., 2011) as both reading involvement and importance of reading were categorized as dimensions of intrinsic motivation.

Competition in reading, on the other hand, was classified as extrinsic motivation. It is interesting to find out that the finding in this study, i.e. females were higher in competition than males, was contrary to the previous studies from Wigfield and Guthrie (1997) that have suggested that girls' mean scores are lower in competition in reading than boys' means. Other studies, however, found that on all scales, or in general, female students reported significantly higher mean scores than boys, indicating that they have higher motivation in reading than males (Baker & Wigfield, 1999; Marinak & Gambrell, 2010). The finding of this study, therefore, support this idea as girls reported higher mean scores evenly both in intrinsic and extrinsic motivation.

Likewise, gender difference was again found in relation to reading achievement in this study. Female students reported higher scores in reading comprehension questions than male students. This finding confirms the previous studies (e.g. Ghaith, 2003; Swalander & Taube,

2007; Logan & Johnston, 2009; OECD, 2016) claiming that female students are significantly better at reading comprehension as they achieved higher scores than male students.

A possible explanation for the findings stating that boys tend to have lower reading attitude, less reading motivation, and lower reading achievement is possibly because boys or male students value reading less than female students (Marinak & Gambrell, 2010). This also support the statements from the English teachers from all schools that girls tend to be more engaged and have higher scores in English lesson than boys. The researcher could also see the difference as students in female classes were found more enthusiastic than those in male classes during the questionnaires completion.

b. Reading attitude, motivation, and grade

The present study found that there were no significant differences on reading attitude dimensions between grade X and XI students. It was found that neither academic reading attitude nor recreational reading attitude were significantly different by grade. In accordance with the present result, previous study has demonstrated that there are no grade level differences of the students' attitude in language learning (Thames & Reeves, 1994). It is also found that students' reading attitude do not decline as they grew older (McQuillan, 2013) meaning that was no difference on students' reading attitude either in lower or higher-grade levels. Even, McKenna et al. (2012) found an exception in which no

significant difference between grades is found on academic reading attitude.

Conversely, in terms of reading motivation, a statistically significant difference was found on one dimension of reading motivation, i.e. competition in reading by grade. It was found that grade X students had higher competition in reading than grade XI students. This finding confirms the findings from previous studies claiming that lower grade students tend to have higher motivation than higher grade students (Wigfield & Guthrie, 1997; Unrau & Schlackman, 2006).

c. Reading achievement and socioeconomic status (SES)

Socioeconomic status (SES) in this study was defined as family income per month. This present study found that there was a significant difference on students' reading achievement when tested by family income per month. This finding is in line with the one from White (1982) claiming that among the measures of SES (i.e. income, education, and occupation), income is the one with highest correlation with students' academic achievement. Interestingly, the present study found that students from lower-middle income family reported higher reading scores than those from upper-lower income family. This finding also supports the claim from White (1982) stating that it is possible that some parents from low-SES level are very good at creating an atmosphere at home to foster their children to learn, while other parents are not. This condition might be the reason why students' reading achievement from lower-

middle income family was higher than those from upper-middle income family. Though students in this study live in a dormitory, they spend their school holiday at home.

D. Limitations of the Study

The findings in this report are subject to at least four limitations. First, the present study has investigated attitude, motivation, and achievement among *santris* in terms of reading skill only. This study did not examine these variables in other three language skills of English, i.e. speaking, writing, and listening among *santris*.

Second, the current research was limited to the context of *santri* in Yogyakarta Special Region province only. As the participants of the research were taken from four different schools in this province, the results of the research can only be generalized to *santris* living in another *pesantren* across Yogyakarta province only.

Third, the participants of the research were those from *pesantren*-based senior high school. Meanwhile, there were other school levels such as elementary school, junior high school, senior high school levels. Some *pesantren* even have vocational high school under their authority.

The present study was also limited to be conducted in Type-B *pesantren* only. This type of *pesantren* included both traditional Islamic scripture teaching and secular subject teaching in the curriculum. Meanwhile, as mentioned earlier, there were other types of *pesantren* in Indonesia, including traditional and modern *pesantren* in which the students living there could also be defined as a *santri*.

Next, the present study did not encompass the entire demographic-related variables in the investigation. The demographic-related variables included in this study covered only gender, grade, and students' socioeconomic status such as family income. There are other psychological variables such as personality, need for cognition; and more demographic-related variables such as study program in *madrasah* (science, social or religious study program) that could be investigated.

Finally, this present study does not engage with the perception and belief of *santris* towards learning English language in general. Probably, an in-depth study examining this aspect would be interesting.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains three sections namely conclusions, implications, and suggestions of the study.

A. Conclusions

The findings of the present study have led to several conclusions. First, *santris* have less dimensions of reading motivation (seven dimensions) than general students (eleven dimensions). This might be due to their experiences and life orientation as they live in *pesantren*.

Second, *santris*' reading attitude is positively related to reading achievement. In other words, the better their reading attitude, the higher their reading achievement. Besides, *santris*' reading motivation is also positively related to reading achievement, meaning that the higher their reading motivation, the higher their reading achievement.

Third, demographic variables, in this study, were found to predict *santris*' reading motivation, reading attitude, and reading achievement. Female *santris* showed better reading attitude, and higher reading motivation and achievement than male *santris*. Finally, grade X *santris* showed higher reading motivation than those in grade XI.

B. Implications

The findings of this study, therefore, have a number of implications. First, *santris* need different ways of motivating in learning English due to their different

experiences and life orientation from general students. Second, *santris* also need to be aware of the importance of English as a global language that is used to give and share information in this era. Third, *santris*' reading attitude and reading motivation affect their reading achievement.

Four, male *santris* need more attention from the English teachers as they have less score in reading attitude, reading motivation, and reading achievement compared to female *santris*. Finally, grade XI *santris* need more motivation from the teachers than those in grade X since they have less motivation in reading than *santris* in grade X.

C. Suggestions

Pertaining to the results of the present study, several suggestions are addressed to the English teachers who teach *santri* and also to other researchers.

1. Suggestions for the teachers

English teachers in *pesantren* should:

- a. motivate *santris* by explaining that English might be important for them to give correct information about Islam to people from other countries who presumably get misleading information about Islam;
- b. explore possible benefits of English as a global language for the sake of Islam together with their *santris*. For example, English can be used as a language to spread a true and peaceful face of Islam and can be a part of their *dakwah*;

- c. motivate *santris* by providing articles about Islam written in English as one of the teaching materials as *santris*' reading motivation affects their reading achievement;
- d. expose *santris* with extensive reading activities such as reading novels, articles on websites, newspapers, magazines, graded readers, and other materials. Such reading for enjoyment might also help them improve their reading achievement as recreational reading attitude is positively correlated with reading achievement;
- e. give more attention to male *santris* and encourage them to be more engaged in reading activity and thus improve their reading achievement. One of the ways to motivate the male *santris* is by providing them with additional time to access the internet which provides many types of text to read. That reading activity could also possibly motivate them in reading. This, later, could also improve male *santris*' attitude towards reading, as McKenna et al. (2012) state that boys tend to have better attitude towards reading in digital settings; and
- f. give more motivation to *santris* in grade XI by providing various types of activity that could motivate them in learning English. The activities may include group work activities that involve some *santris* working together. Providing more meaningful materials such as articles related to Islam can also be a way to give them motivation.

2. Suggestions for other researchers

Due to the limitations of the study explained in the previous chapter, suggestions for other researchers are offered. Those who are interested in correlational research may conduct a similar study in other skills of English, in other areas, and possibly in other schools or types of *pesantren*.

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APPENDICES

Appendix 1. Reading Test for Grade X

Reading Test

Yth. Siswa-siswi kelas X

Di tempat

Saya adalah Banatul Murtafi'ah, mahasiswi prodi Pendidikan Bahasa Inggris S2 UNY yang sedang mengadakan penelitian terkait hubungan antara sikap, motivasi, dan ketercapaian membaca Bahasa Inggris santri di MA.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengerjakan soal Bahasa Inggris di bawah ini. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya sampaikan terimakasih.

A. Pengisian Identitas

Tuliskan nama lengkap dan kelas Anda dan beri tanda centang (✓) pada identitas lainnya.

Nama : _____

Kelas : X _____

Jenis Kelamin : Laki-laki Perempuan
Pendapatan Keluarga*: A B C D E

*catatan
A untuk pendapatan Ayah + Ibu \geq Rp 8.000.000 per bulan
B untuk pendapatan Ayah + Ibu \geq Rp 4.600.000 per bulan
C untuk pendapatan Ayah + Ibu \geq Rp 3.500.000 per bulan
D untuk pendapatan Ayah + Ibu \geq Rp 2.200.000 per bulan
E untuk pendapatan Ayah + Ibu $<$ Rp 2.200.000 per bulan

B. Soal

Read the text below and then cross (X) the correct option. The following text is for questions number 1 to 3.

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu.

Kapoposang and the nearby islands were declared as Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favourable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the islands are some quire shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters – ideal condition for divers.

1. The text is about
 - A. Kapoposang and the surrounding islands
 - B. Kapoposang as a diving spot
 - C. Kapoposang as a very popular tourist spot
 - D. Kapoposang as a secret area
 - E. Kapoposang and the weather
2. Where is Kapoposang located?
 - A. In the Nature Tourism Park of Makassar.
 - B. Next to Makassar, South Sulawesi.
 - C. In the Spermonde Islands.
 - D. Among the big islands near Makassar.
 - E. Very close, to the north of Spermonde.
3. We know from the text that
 - A. there are very few divers in the island
 - B. hundreds of families live in the island
 - C. Kapoposang has a large area of coral reefs
 - D. Kapoposang always has good weather
 - E. Kapoposang is surrounded by deep blue waters

The following text is for questions number 4 and 5.

Attention Students

This Friday, September 22, is the registration deadline for the spring semester.

Complete your registration form in the administrative office on the first floor between the hours of 8:30 AM and 6:30 PM. Complete the payment at the time of registration, so bring your administration receipts or you will not be accepted. No late exceptions.

Classes begin on Monday, September 25.

Classes offered in the following subjects:

- Arts
- History
- Languages
- Economics

4. The subject which is not offered for the registration is

- A. Economics
- B. Languages
- C. Sports
- D. History
- E. Arts

5. Besides filling in the registration form, the students have to

- A. bring the registration form
- B. accept the administration receipts
- C. complete the registration payment
- D. offer the spring semester subject
- E. make an exception form to the administration

The following text is for questions number 6 and 7.

Announcement

Free conversational English classes start
at Chermiside library: Hamilton Road Chermiside
on Wednesday, October 4, 2017 at 4 p.m. and ends at 5:30 p.m.

People from all language levels are welcome.

Please call Steve on 0411 025 125 or

Judy at 0434 525 382 for further information.

6. The free conversational English classes is offered to ...

- A. every student in the school.
- B. student with limited English.
- C. student with good English.
- D. student who is good at speaking.
- E. student who wants to improve their English.

7. "For further information."

The underlined word is closes in meaning to

- A. good
- B. distant
- C. more
- D. long
- E. additional

The following text is for questions number 8 and 9.

To All Grade Ten Students

All library books have to be returned on the twenty-second of May, 2018. They should be covered with non-colourful wrapping plastic. Lost books must be replaced with the ones of similar subjects. Fine will be charged to the late return of the books. Students who have handed on all books will get receipts that have to be submitted to the administration officers.

Library Staff

8. What is informed on the announcement?
- A. A request to return library books.
 - B. The subjects of the library books.
 - C. A compulsory to replace lost books.
 - D. The library administration officers.
 - E. Submission of receipts.
9. What will happen if the book you borrowed is lost?
- A. You will get receipts.
 - B. It should be covered by non-colorful plastic.
 - C. The librarian will be fined by a certain amount of money.
 - D. You should cover with wrapping plastic.
 - E. It should be replaced with a similar book.

The following text is for questions number 10 to 13.

Gunung Tujuh Lake is one of the many lakes in Kabupaten Kerinci in Jambi province. It is an amazing tourist place to visit. The location of Gunung Tujuh Lake is in Kecamatan Kayu Aro. It is about 50 km from Sungai Penuh to Pelompek village by public transport. Then people climb and walk for another 4 km or for 2.5 hours. The lake is surrounded by steep forest slopes and seven mountains. The highest peak of Gunung Tujuh Lake is 1,950 m above sea level. The length of the lake is 4,5 km and the width is 3 km. It is a volcanic lake and the highest in Southeast Asia. The temperature around the lake is very cold. Besides waterfalls you can also find animals such as siamang, elephants and birds. Gunung Tujuh Lake is really beautiful with a spectacular scenery.

10. What does the text mainly talk about?
- A. Amazing tourist resorts in Jambi
 - B. Gunung Tujuh Lake in Jambi
 - C. Volcanic lakes in Jambi
 - D. Steep forest slopes in Jambi
 - E. Waterfalls in Jambi
11. The main idea of the text is that ...
- A. Gunung Tujuh Lake is a beautiful tourist resort.
 - B. the location of Gunung Tujuh Lake is difficult to reach.
 - C. Gunung Tujuh Lake is the only lake in Sumatra.
 - D. tourists from Southeast Asia visit this beautiful lake.
 - E. the animals are more attractive than the lake itself.

12. Which statement is TRUE according to the text?

- A. The lake is 3 km long.
- B. Gunung Tujuh Lake is not a volcanic lake.
- C. Gunung Tujuh Lake is 4.5 km away from Sungai Penuh.
- D. There are steep forest slopes and seven mountains around the lake.
- E. Siamangs are the only animals that can be found in Gunung Tujuh Lake.

13. “Gunung Tujuh Lake is really beautiful with a spectacular scenery.”

The underlined word means

- A. entertaining
- B. unusual
- C. kind
- D. pretty
- E. touching

The following text is for questions number 14 and 15.

Announcement

Pay attention!

Our school will have a Debate Competition

- Participants: All students in our school
- it will be held from 10th – 12th August 2018
- Prizes: I Rp 2,000,000
II Rp 1,500,000
III Rp 1,000,000

Please join us!

14. What is the announcement about?

- A. A school debate
- B. A school competition
- C. A debate competition
- D. Extracurricular activities
- E. Participants of the debate

15. According to the text, the competition

- A. is only for students with good English
- B. is in the form of spoken arguments
- C. is in the form of written arguments
- D. will be held after school hours
- E. will run for two days

The following text is for questions number 16 and 17.

Announcement

In accordance with the international security regulations, the following items are never allowed to be taken onto a plane by passengers, either in their carry-on bags or in their checked luggage: weapons, including knives and guns; explosives, including dynamite and fireworks.

The following items may be placed in checked luggage but not on carry-on bags. Tools, including hammers, screwdrivers, and wrenches; sports equipment such as golf clubs, baseball bats, skis and ski poles.

When you pass through the security line, all bags will go through our X ray machines and some bags will be manually checked by personnel, as well.

Thank you for your cooperation. Have a safe and pleasant flight.

16. What is the announcement about?
- A. Weapons and explosives
 - B. Items brought on carry-on bags
 - C. Welcoming foreign passengers
 - D. An international airport security regulation
 - E. A warning to passengers from different countries
17. ... cannot be brought onto an airplane.
- A. Knives
 - B. Ski poles
 - C. Wrenches
 - D. Screwdrivers
 - E. Baseball bats

The following text is for questions number 18 and 19.

Simatupang and Partners Law Firm
 is pleased to announce that they have opened their law practice
 on September 1, 2017 in 4 different cities

New clients are welcome
 A law firm for all family matters:
 real estate, estate planning & administration, traffic, personal injury,
 divorce/custody/support, wills/trust, adoption, and home visits

Main office : Jalan Kebayoran 5 Bandung
 Branches : Jalan Angsana Timur 456 Jakarta
 Jalan Agiwiyata 688 Surabaya
 Jalan Surabaya 343 Bogor
 A new branch office in Semarang will open next month.

18. According to the text, clients who live in Surabaya can go to ... branch office for consultation.
- A. Jalan Kebayoran 5
 - B. Jalan Angsana Timur 456
 - C. Jalan Agiwiyata 688
 - D. Jalan Surabaya
 - E. Semarang
19. From the text, we know that
- A. the law firm has six offices
 - B. the main office is in Surabaya
 - C. the office has four branch offices now
 - D. they recently opened a branch in Bandung
 - E. they will soon have five offices in Indonesia

The following text is for questions number 20 to 22.

Raja Ampat or “Four Kings”, is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world’s best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge.

The territory within the islands of the Four Kings is enormous, covering 9.8 million areas of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world’s coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world’s species live here.

When divers first arrive here their excitement is palpable. It’s common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches.

20. The text is about the ... of Raja Ampat.
- A. size of the islands
 - B. scenery on the islands
 - C. natural habitat
 - D. flora and fauna
 - E. underwater beauty
21. Where is Raja Ampat located?
- A. The Misool island.
 - B. The Waigeo island.
 - C. The Batanta island.
 - D. The Salawati archipelago.
 - E. The Papua archipelago.
22. Why so many divers come to Raja Ampat?
- A. It is home to ancient rock paintings.
 - B. It offers the world’s best marine sight.
 - C. Divers can explore horizontal underwater walls.
 - D. It has the most diverse museum for world’s coral reef and underwater biota.
 - E. There is a few islands with crystal clear water softly brushes over the white sandy beaches

The following text is for questions number 23 to 25.

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main islands of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi Islands.

The archipelago, located in the biodiverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism objects is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home of Operation Wallacea, a UK based, non-profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non-commercial website has been set up about the marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle centre with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving centres of the Caribbean Sea that owes only 50 species and other 300 coral reef species in the Red sea.

23. What is the text about?

- A. Wakatobi as a tourist spot.
- B. Wakatobi as a research spot.
- C. Wakatobi as a fishing centre.
- D. Wakatobi as a conservation centre.
- E. Wakatobi as a regency.

24. Wakatobi is located in a larger group of islands called ...

- A. Wangiwangi.
- B. Kaledupa.
- C. Tomea.
- D. Binongko.
- E. Tukangbesi.

25. What is the operation of Wallacea?

- A. Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
- B. The additional sources about the biodiversity, conservation and local people.
- C. Tourist and travel information about the Wakatobi.
- D. It is part of the Wakatobi National Park.
- E. The world's marine tourism objects.

The following text is for questions number 26 and 27.

PT SUMI INDO KABEL Tbk.
(“The Company”)
ANNOUNCEMENT
TO ALL THE SHAREHOLDERS

This is to inform the shareholders of PT. SUMI INDO KABEL Tbk. (“Company”) that the Annual General meeting of shareholders (“meeting”) shall be held on Monday September 25, 2017.

This invitation for the meeting shall be announced on Thursday, August 24, 2017 in (two) newspapers.

Those who are entitled to attend or wish to be represented at the meeting by proxies and eligible to vote at the meeting are shareholders whose names are recorded in the Company’s register of shareholders on Wednesday, August 23, 2017 at 4 p.m.

Shareholders who will submit their proposal to the agenda of meeting in accordance with the Company’s Articles of Association must send it to the Directors at the latest 7 (seven) days before invitation of meeting.

Tangerang, July 31, 2017

P.T. SUMI INDO KABEL Tbk.
Director

26. The invitation will be announced on

- A. July 31, 2017
- B. August 17, 2017
- C. August 24, 2017
- D. August 23, 2017
- E. September 25, 2017

27. According to the text, the shareholders should

- A. send their proposal a week before the invitation of the meeting
- B. announce the invitation for the meeting on Thursday
- C. make a proposal during the meeting and represent it
- D. receive an invitation and a proposal from the Directors
- E. inform the invitation to the other shareholders

The following text is for questions number 28 and 29.

We are announcing today that we are bringing the Milestone and Ever Green brands even closer together. Effective as of September 25, 2017, our official name will be:

GREEN MILES WEST

The substitution of “West” in our name-replacing “California”- is the result of an agreement we reached with California Gardening Association, following a protest over the original use of “California” in our name. We hope this does not create any confusion among our loyal consumers. While this represents a change from our initial name introduction, it does not change the quality of products we offer to our consumers.

28. Who announces the announcement?
- A. Green Miles West Company
 - B. Green Miles West Customers
 - C. The co-worker of Green Miles West
 - D. The partnership of Green Miles West
 - E. The loyal customers of Green Miles West
29. Which of the following statements is TRUE according to the text?
- A. The corporate offices were protested.
 - B. The loyal consumers created an official name for the company.
 - C. There was a conflict between Green Miles West and Milestone.
 - D. The quality of products will be different from the former products.
 - E. The name “Green Miles West” will be effective as of September 25, 2017.

The following text is for questions number 30 to 32.

Last Sunday my friend and I went to Lake Kintamani in Bali. The water is clean, the temperature was cool and there were trees surrounding the lake.

The next day we visited Tanah Lot. We took pictures of the temple. The scenery was amazing. There was holy water beside the rocky hill and there was a hole occupied by a big snake which was considered sacred by the local people.

On Tuesday, we went to Sangeh where many wild monkeys walked freely and climbed the trees. In the afternoon, we went home.

30. What is the text about?
- A. The beauty of Bali
 - B. Wild monkeys in Sangeh
 - C. Tanah Lot and sacred snake
 - D. Lake Kintamani and its surrounding
 - E. Visiting Bali’s tourist resorts

Appendix 2. Reading Test for Grade XI

Reading Test

Yth. Siswa-siswi kelas XI

Di tempat

Saya adalah Banatul Murtafi'ah, mahasiswi prodi Pendidikan Bahasa Inggris S2 UNY yang sedang mengadakan penelitian terkait hubungan antara sikap, motivasi, dan ketercapaian membaca Bahasa Inggris santri di MA.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengerjakan soal Bahasa Inggris di bawah ini. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya sampaikan terimakasih.

A. Pengisian Identitas

Tuliskan nama lengkap dan kelas Anda dan beri tanda centang (✓) pada identitas lainnya.

Nama : _____

Kelas : XI _____

Jenis Kelamin : Laki-laki Perempuan

Pendapatan Keluarga*: A B C D E

*catatan
A untuk pendapatan Ayah + Ibu \geq Rp 8.000.000 per bulan
B untuk pendapatan Ayah + Ibu \geq Rp 4.600.000 per bulan
C untuk pendapatan Ayah + Ibu \geq Rp 3.500.000 per bulan
D untuk pendapatan Ayah + Ibu \geq Rp 2.200.000 per bulan
E untuk pendapatan Ayah + Ibu $<$ Rp 2.200.000 per bulan

B. Soal

Read the following text and then cross (X) the correct option. The following text is for questions number 1 and 2.

Dear all,

Hope you're well and had a great holiday. Sorry for the cross-posting. You could ignore this letter if your school does not deliver the IGCSE curriculum.

Most of you are aware that Cambridge has decided the development of the IGCSE Bahasa Indonesia.

The development is ongoing and we would like to conduct further research to gain more information from schools i.e. expectations, contents, etc. therefore, I will be conducting a teacher forum for the Bahasa Indonesia teachers (IGCSE level) by next week.

Date : July 19th, 2017 (Wednesday)

Time : 7 a.m. – 5 p.m. (lunch and refreshments will be provided)

Venue : Atlet Hotel Centry Park, Senayan, Jakarta

Participants : Bahasa Indonesia teachers of Cambridge International Schools

I really encourage your participation to this event.

Regards,

Faizol

University of Cambridge International Examination Malaysia

1. The forum will be conducted as a part of ...
 - A. the Professional Development Program for Bahasa Indonesia teachers.
 - B. Cambridge International School teachers' regular meeting.
 - C. Cambridge International Examinations in Jakarta.
 - D. the development of the IGCSE Bahasa Indonesia.
 - E. the implementation of the IGCSE curriculum.
2. Who are the participants of the forum?
 - A. All Bahasa Indonesia teachers in Jakarta
 - B. Cambridge school managers in Indonesia
 - C. Researchers of Bahasa Indonesia education
 - D. IGCSE Bahasa Indonesia teaching
 - E. Bahasa Indonesia teachers of Cambridge International Schools

The following text is for questions number 3 to 5.

A laptop is a kind of computer unit which has the same function as a PC (personal computer), but it is smaller, lighter and of different sizes. Nowadays, most people choose laptops for several reasons.

A laptop is a portable device. This portability is very helpful for our work, study and other activities. We do not need complicated cable installations to activate a laptop, and with a laptop, we can do our work anytime anywhere.

Moreover, a laptop allows us to access the internet in public places which provide free access called hot spot areas. Some people like to use this facility to carry out their tasks.

Finally, a laptop consumes energy more efficiently than a PC does. This device uses a rechargeable battery as a source of electric energy. So, if we prefer using a laptop, it means that we support the government program to save energy.

Because of all of these benefits, laptop has become very popular recently.

3. From the text we know that

- A. a laptop is usually more expensive than a PC
- B. more people like a laptop better than PC
- C. more people like a PC better than a laptop
- D. a laptop is more handy than a PC
- E. a laptop is cheaper now than it was before

4. A public place where we can have free access to the internet is a/an

- A. free access
- B. hot spot
- C. internet installation
- D. laptop
- E. hot spot area

5. A laptop has become very popular because

- A. it is portable
- B. it allows us to access internet
- C. it gives several benefits to the user
- D. it doesn't need complicated cable installations
- E. we can do our work with it anytime anywhere

The following text is for questions number 6 to 8.

Smoking is dangerous for people, not only for smokers themselves, but also for people around them who are called passive smokers.

Smokers have risks of suffering from cancer, heart diseases, including heart attack, breathing problems, cough, and sore throat. This is because there are more than 4,000 chemicals found in cigarettes, 250 are toxic poisons and 50 cause cancer. Some other chemicals found in tobacco include: Ammonia, Arsenic, Polonium 210, Carbon Monoxide, and Acetone. Nicotine remains in the body for 8 to 12 hours after a single use of tobacco.

The smoke which arises when a person is smoking a cigarette is very dangerous, and the smoke of cigar is even more hazardous to passive smokers who inhale the smoke in the vicinity of active smokers. The smoke inhaled by the former is unfiltered thereby causing more ill effects. Several pulmonary diseases such as cough, bronchitis, asthma and last but not least carcinoma of lungs may occur as a consequence of breathing in cigarette or cigar smoke.

6. According to the text, smokers have risks of suffering from cancer because
- A. they breathe in so many harmful chemicals
 - B. they inhale too much smoke
 - C. their body cannot stand dangerous smoke
 - D. they are not strong enough to inhale smoke
 - E. they are passive smokers
7. What remains in the body for 12 hours after a person smokes?
- A. Arsenic
 - B. Nicotine
 - C. Polonium
 - D. Ammonia
 - E. Acetone
8. "The smoke of cigar is more hazardous to passive smoker". (Paragraph 3) The underlined word can be replaced by
- A. dangerous
 - B. serious
 - C. nutritious
 - D. disadvantageous
 - E. mischievous

The following text is for questions number 9 to 11.

Tsunami

Tsunami occurs when major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the earth crust that slopes, or rises, from the ocean floor up to the land.

A tsunami washes ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage of property.

A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast traveling wave grows very large.

9. Tsunami happens because
- A. the displaced rock pushes water above it
 - B. a major fault under the ocean floor suddenly slips
 - C. the ocean waves spread out from the vicinity of the source
 - D. the waves move across the ocean until they reach the beach
 - E. a tsunami is undetectable far out in the ocean
10. "... producing powerful water waves at the ocean surface." The synonym of the underlined word is
- A. fast
 - B. deep
 - C. quick
 - D. strong
 - E. weak
11. What are the effects of tsunami?
- A. The part of the Earth's crust that slopes, or rises, from the ocean floor down to the land.
 - B. A tsunami washes ashore with often disastrous effects such as flooding and loss of lives.
 - C. A tsunami is a very large sea wave which is not generated by a disturbance along the ocean floor.
 - D. A tsunami is detectable far out in the ocean.
 - E. Once tsunami reaches shallow water, the wave never grows very large.

The following text is for questions number 12 to 14.

The respiratory system are organs that deliver oxygen to the circulatory system to be transported to all body cells. The respiratory and circulatory system work together to deliver oxygen to cells and remove carbon dioxide in a two-phase process called respiration.

The first phase of respiration begins with breathing in or inhalation. Inhalation brings air from outside the body into the lungs. Oxygen in the air moves from the lungs through blood vessels to the heart, which pumps the oxygen-rich blood to all the body. Oxygen then moves from the bloodstream into cells, which completes the first phase of respiration. In the cells, oxygen is used in a separate energy-producing process called cellular respiration, which produces carbon dioxide as a product.

The second phase of respiration begins with the movement of carbon dioxide from the cells to the bloodstream. The bloodstream carries carbon dioxide to the heart, which pumps the carbon dioxide-laden blood to the lungs. In the lungs, breathing out or exhalation removes carbon dioxide from the body, thus completing the respiration cycle.

12. How does a respiration cycle work?
- A. It delivers oxygen to the cells and removes carbon dioxide from the cells.
 - B. It works apart from respiratory and circulatory system.
 - C. It removes carbon dioxide from the human body.
 - D. It delivers oxygen to the circulatory system.
 - E. It inhales air from outside the human body.
13. The first phase of respiration system completes when
- A. oxygen changes to carbon dioxide
 - B. the air goes from the lungs to the heart
 - C. carbon dioxide moves to the bloodstream
 - D. oxygen moves from bloodstream to the heart
 - E. oxygen moves from the bloodstream into the cells
14. We know from the text than the respiratory system
- A. removes oxygen from the blood stream
 - B. exhales oxygen and inhales carbon dioxide
 - C. is the producer of oxygen and carbon dioxide
 - D. inhales oxygen and exhales carbon dioxide
 - E. is the processing centre of healthy air

The following text is for questions number 15 to 17.

Photosynthesis is the process of converting solar energy to chemical energy and storing it in bonds of sugar. This process occurs in plants and some algae. Plants need only solar energy, CO₂, and H₂O to make sugar. The process of photosynthesis takes in the chloroplast, specifically using chlorophyll, the green pigment in photosynthesis.

Photosynthesis takes place mostly in plant leaves. The parts of a typical leaf include the upper and lower epidermis, the mesophyll, the vascular bundle(s) or veins and the stomates. The upper and lower epidermis functions primarily as protection for the rest of the leaf. The stomates are holes which occur in the lower epidermis and are for air exchange: they let CO₂ in and O₂ out. The vascular bundles or veins in a leaf are part of the plant's transportation system, moving water and nutrients around the plant as needed. The mesophyll cells are the place where photosynthesis occurs.

The parts of a chloroplast include the outer and inner membranes, intermembrane space, stroma, and thylakoids stacked in grana. The chlorophyll is built into the membranes of the thylakoids.

Chlorophyll looks green because it absorbs the red and blue light, making these colours unavailable to be seen by our eyes. It is the green light which is not absorbed that finally reaches our eyes, making chlorophyll appear green. However, it is the energy from the red and blue light that is able to be used to do photosynthesis. The green light we can see cannot be used to do photosynthesis.

15. What is the function of the upper and lower epidermis?

- A. To let CO₂ in and O₂ out.
- B. To enable photosynthesis.
- C. To absorb leaf green lights.
- D. To protect the rest of the leaf.
- E. To transport the nutrient.

16. The passage indicates that photosynthesis occurs in

- A. the veins
- B. the stomates
- C. the membranes
- D. the epidermis
- E. the mesophyll

17. What is the main idea of paragraph 4?

- A. The plants can be colourful in absorbing the photosynthesis process.
- B. Photosynthesis needs absorption of colours.
- C. The energy to do photosynthesis is provided by red and blue lights.
- D. Chlorophyll enables photosynthesis to absorb colour.
- E. Photosynthesis process gives colours to the plants.

The following text is for questions number 18 to 21.

Have you ever wondered how we get chocolate? Well this time we will enter the amazing world of chocolate so we can understand exactly how chocolate is made. Chocolate is taken from a tree called cacao tree. This tree grows in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pineapple. Inside the fruits are the tree's seeds. They are also known as coco beans.

Next, the beans are fermented for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate makers work by roasting the beans to bring out the flavour. The beans from different places have different qualities and flavour. So, they are often separated and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs are blended. The blended nibs are grind to make liquid. The liquid is called chocolate liquor. It tastes bitter.

All seeds contain some amount of fat and cacao beans are not different. However, cacao beans are half fat. It is pure bitter chocolate.

18. The text is about
- A. the cacao tree
 - B. the cacao beans
 - C. the raw chocolate
 - D. the making of chocolate
 - E. the flavour of chocolate
19. What is the next step after the beans are fermented?
- A. The beans are blended to produce a distinctive mix.
 - B. The beans are roasted to bring out the flavour.
 - C. The beans are shipped to the chocolate maker.
 - D. The cacaos are sorted from different qualities.
 - E. The chocolates are dried in the sun.
20. "After that, they are shipped to the chocolate maker". The underlined word has the closest meaning with
- A. purchased
 - B. refined
 - C. boarded
 - D. sailed
 - E. sent
21. The coco beans should be separated in processing because
- A. they can produce a distinctive mix
 - B. they have different qualities and flavour
 - C. they are from different places in the world
 - D. they came from South America and Indonesia
 - E. they are about the size of a small pineapple

The following text is for questions number 22 to 24.

Use of Formalin and Other Additives in Foods

The use of formalin and other dangerous preservatives in food has been a serious for two reasons. Firstly, formalin is not for human beings, but it is for biological specimen and experiments. Formalin in Biology is a 10% solution of formaldehyde in water which is used as a disinfectant or to preserve biological specimens. Thus, it is not for food preservative, it will be very dangerous to human's body.

The second reason is that the government has no tight control on the use of formalin. This condition makes the people's health is really in a threat. When the control is weak and the use of formalin is spread wide all over the Indonesian regions, and these days it has really happened, the citizen's bodies will be badly contaminated with the poisons. Fish or food traders still sell their products which contain formalin and dangerous preservatives. Can you imagine that our digestive system absorbs the substance that should be for the human and animal corpses?

Considering the reasons, we can make a conclusion that the use of formalin and other preservatives is really a serious problem if it is not resolved immediately.

22. Why is formalin dangerous for human's body?
- A. It is not for food preservatives.
 - B. It is a disinfectant for human beings.
 - C. It is used to preserve biological specimens.
 - D. It is 10% solution of formaldehyde in water.
 - E. It is controlled tightly from the government.
23. The main idea of paragraph 2 is
- A. the human's bodies will be harmful after consuming the formalin
 - B. the government has not controlled the use of formalin firmly
 - C. the weak control of using formalin is not threatening the human
 - D. the human's bodies will be harmful after consuming the formalin
 - E. the use of formalin is known all over the regions
24. Based on the facts above, the writer concludes that
- A. the use of formalin is a serious problem for human's health
 - B. the use of formaldehyde is necessary to control the food
 - C. people should add 10% solution of formaldehyde in water
 - D. the food preservative is required to make the food delicious
 - E. food seller is supposed to pour formalin for vegetable and food products

The following text is for questions number 25 to 27.

Boarding School Education

While many parents send their children to public schools, there are some other people choose boarding school education. They prefer their children are educated there for some reasons.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a great variety of activities such as arts, sports, and music that allow the children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding school may help students to be more discipline. The manners and social skills will help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school can offer excellent education without the parents' constant supervision.

In conclusion, boarding schools allow students to interact communally and to do some positive activities. Besides they also build students characters.

25. What is the text about?
- A. What makes boarding school differ from public schools.
 - B. Some good points of boarding schools.
 - C. Why people don't send their children to public school.
 - D. The comparison between boarding schools and public schools.
 - E. Boarding school education is the best.
26. What is the main idea of the third paragraph?
- A. Boarding school teaches student to interact with people.
 - B. Boarding school prepares student' future.
 - C. Boarding school teaches student social skills.
 - D. Boarding school has some professional teachers.
 - E. Boarding school teaches students to be discipline.
27. It can be inferred from the text that the weakness of boarding school is
- A. it provides excellent education
 - B. it is inappropriate for dependent student
 - C. it can help the learners develop their talents
 - D. it makes the learners more responsible and confident
 - E. it helps the students develop their talents in leadership

The following text is for questions number 28 to 30.

Ladies and gentlemen of the jury, the prosecution will prove you that he is the accused. He had the motives, opportunity and ability to commit the crime and this will be shown in the evidence presented to you.

Firstly, the accused needed money. He was in debt, owing the bank over \$100.000. He had no chance of repaying this: therefore, he needed quick money. That's why he stole the Macquire Diamond.

Secondly, the accused had the opportunity. As a security guard, he could come and go from the exhibition of the diamond without causing suspicion. He had a plenty of time on the night of the robbery to take the diamond, hide it and then return to his post before the next guard came on duty.

Finally, the accused had the ability to take the Macquire Diamond. He had knowledge of the alarm system and had keys to unlock the display case. On this evidence, you have no other choice but to find him guilty.

28. What is the topic of the text?

- A. Diamond robbery
- B. Eyewitness evidence
- C. Address to the jury
- D. Macquire Diamond
- E. Guilty security

29. What is the main idea of the second paragraph?

- A. Why the Macquire Diamond was stolen.
- B. Where the security guard hide the diamond.
- C. The security guard is proven to be in the need of the money.
- D. The accused owes the company over \$150.000.
- E. Stealing Macquire Diamond makes the accused pays his debt.

30. The prosecution proves that the security guard was guilty because

- A. Macquire Diamond is very expensive
- B. He was on duty when the diamond was stolen
- C. He had got big amount of money
- D. He had the diamond with him
- E. He broke the alarm system

Appendix 3. Reading Attitude Questionnaire English Version

Reading Attitude Questionnaire

Dear students,

Welcome to the Reading Attitude Questionnaire. This questionnaire has been given to you to examine your attitude or feeling towards reading English text.

There are no right or wrong answers. Just make sure your answers show what you really think about yourself. Tick the column that best represents your feeling. If you want to change an answer, just cross it out and tick the answer that you prefer. You should have only one answer for each question.

For the purposes of the research, it is best that you do not leave out any questions.

Thank you for your participation.

Write your full name and put a tick (√) on the other aspects.

Name : _____

Grade : X XI

Gender : Male Female

Family Income* : A B C D E

*Notes:
A for income \geq Rp 8.000.000
B for income \geq Rp 4.600.000
C for income \geq Rp 3.500.000
D for income \geq Rp 2.200.000
E for income $<$ Rp 2.200.000

Reading Attitude Subscale

Put a tick (√) on the appropriate column.

No	Statement	Very Bad	Bad	Good	Very Good
1.	How do you feel about reading an English textbook?				
2	How do you feel when you read an English book in school during free time?				
3	How do you feel about reading a novel for an English class?				
4	How do you feel about doing reading English workbook pages and worksheets?				
5	How do you feel about reading English texts or books instead of playing?				
6	How do you feel when the teacher asks you questions about what you read during English lesson?				
7	How do you feel about reading a newspaper or a magazine for an English class?				
8	How do you feel about taking an English reading test?				
9	How do you feel when you read an English book on Friday?				
10	How do you feel about using a dictionary for English class?				
11	How do you feel about spending free time reading English texts or books?				
12	How do you feel when it's time for reading in an English class?				
13	How do you feel about reading different kinds of English texts or books?				
14	How do you feel about working on an English reading project with classmates?				
15	How do you feel about getting an English book for a present?				

Appendix 4. Reading Attitude Questionnaire Bahasa Indonesia version

Angket Sikap Membaca Siswa

Yth. Siswa-siswi kelas X dan XI

Di tempat

Saya adalah Banatul Murtafi'ah, mahasiswi prodi Pendidikan Bahasa Inggris S2 UNY yang sedang mengadakan penelitian terkait hubungan antara sikap, motivasi, dan ketercapaian membaca Bahasa Inggris santri di MA.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengisi angket ini sesuai dengan keadaan sebenarnya. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya sampaikan terimakasih.

A. Identitas

Tuliskan nama lengkap Anda dan beri tanda centang (✓) pada kotak identitas lainnya.

Nama _____ :

Kelas : X XI
Jenis Kelamin : Laki-laki Perempuan

Pendapatan Keluarga*: A B C D E

*catatan
A untuk pendapatan Ayah + Ibu \geq Rp 8.000.000 per bulan
B untuk pendapatan Ayah + Ibu \geq Rp 4.600.000 per bulan
C untuk pendapatan Ayah + Ibu \geq Rp 3.500.000 per bulan
D untuk pendapatan Ayah + Ibu \geq Rp 2.200.000 per bulan
E untuk pendapatan Ayah + Ibu $<$ Rp 2.200.000 per bulan

B. Angket Sikap Membaca Siswa

Petunjuk Pengisian

Berilah tanda centang (✓) pada satu kolom jawaban yang sesuai dengan keadaan Anda.

Keterangan:

SS : Sangat Senang

S : Senang

TS : Tidak Senang

STS : Sangat Tidak Senang

No	Pernyataan	STS	TS	S	SS
1.	Bagaimana perasaan Anda saat membaca buku pelajaran bahasa Inggris?				
2	Bagaimana perasaan Anda saat membaca buku bahasa Inggris di sekolah saat jam istirahat?				
3	Bagaimana perasaan Anda jika membaca novel bahasa Inggris pada saat pelajaran bahasa Inggris?				
4	Bagaimana perasaan Anda saat mengerjakan tugas membaca bahasa Inggris?				
5	Bagaimana perasaan Anda saat membaca teks atau buku berbahasa Inggris dan bukannya bermain?				
6	Bagaimana perasaan Anda saat guru menanyakan pertanyaan pada pelajaran bahasa Inggris pada Anda?				
7	Bagaimana perasaan Anda saat membaca koran atau majalah pada pelajaran bahasa Inggris?				
8	Bagaimana perasaan Anda saat mengerjakan soal tes membaca bahasa Inggris?				
9	Bagaimana perasaan Anda saat membaca buku bahasa Inggris di hari libur sekolah?				
10	Bagaimana perasaan Anda saat menggunakan kamus pada pelajaran bahasa Inggris?				
11	Bagaimana perasaan Anda saat menghabiskan waktu luang dengan membaca buku atau teks berbahasa Inggris?				
12	Bagaimana perasaan Anda saat diajarkan materi membaca pada pelajaran bahasa Inggris?				
13	Bagaimana perasaan Anda saat membaca berbagai jenis teks atau buku berbahasa Inggris?				
14	Bagaimana perasaan Anda saat mengerjakan tugas membaca bahasa Inggris dengan teman sekelas?				
15	Bagaimana perasaan Anda saat menerima hadiah berupa buku bahasa Inggris?				

Appendix 5. Motivation for Reading Questionnaire (MRQ) English version

Motivation for Reading Questionnaire (MRQ)

Dear students,

Welcome to the Motivation for Reading Questionnaire (MRQ). This questionnaire has been given to you to examine your motivation in reading English text.

There are no right or wrong answers. Just make sure your answers show what you really think about yourself. Tick the column that best represents your opinion. If you want to change an answer, just cross it out and tick the answer that you prefer. You should have only one answer for each question.

For the purposes of the research, it is best that you do not leave out any questions.

Thank you for your participation.

Write your full name and put a tick (✓) on the other aspects.

Name : _____

Grade : X XI

Gender : Male Female

Family Income* : A B C D E

*Notes:
A for income \geq Rp 8.000.000
B for income \geq Rp 4.600.000
C for income \geq Rp 3.500.000
D for income \geq Rp 2.200.000
E for income $<$ Rp 2.200.000

Put a tick (√) on the appropriate column.

Note : SA : Strongly Agree
 A : Agree
 D : Disagree
 SD : Strongly Disagree

No.	Statement	SD	D	A	SA
1.	I am good at reading in English subject.				
2.	It is pain to read in English.				
3.	I enjoy the challenge of difficult reading passage				
4.	I liked reading classes at junior and senior high schools.				
5.	I like hard and challenging English textbooks.				
6.	My grades for English reading classes at junior and senior high schools were not very good.				
7.	I like it when the reading questions in textbooks make me think.				
8.	I don't like vocabulary questions in reading.				
9.	I usually learn difficult things related to English by reading the textbooks.				
10.	I don't like reading in English when the words are too difficult.				
11.	Even if reading in English were not a required subject, I would take it anyway.				
12.	English is my weak subject.				
13.	I don't have any desire to read in English even if the content is interesting.				
14.	I like reading English books.				
15.	I am interested in reading stories though they are written in English.				
16.	By learning to read in English, I hope to be able to read English books.				
17.	By learning to read in English, I hope to be able to read English articles in newspapers or internet.				
18.	It is fun to read in English.				
19.	I like reading English articles in newspapers or internet.				
20.	I tend to get deeply engaged when I read in English.				
21.	Learning to reading in English is important because it will broaden my view.				
22.	I make pictures in my mind when I read.				
23.	Learning to reading in English is important because it will be useful for my future education.				

No.	Statement	SD	D	A	SA
24.	In comparison to other skills, reading in English is more important to me.				
25.	It is a waste of time to learn to read in English.				
26.	I am learning to read in English merely because I would like to get good grades.				
27.	I try to get more answers right than my friends.				
28.	My friends sometimes tell me I am a good English reader.				
29.	I like to visit school library with my friends.				
30.	I like being the only one knows an answer in something we read.				
31.	I read more to improve my grades in English.				
32.	I am taking an English reading class merely because it is a required subject.				
33.	I like being the best at reading in English lesson.				
34.	I like to get compliments for my English.				
35.	Grades are a good way to see how well you are doing in reading in English.				
36.	I would not voluntarily read in English unless it is required as homework or assignment.				
37.	I like to tell my friends about what I am reading in English lesson.				
38.	I like to finish doing English reading tasks before other students.				
39.	I like having the teacher say I comprehend English texts well.				
40.	Finishing every English reading assignment is very important to me.				
41.	I talk to my friends about what I read in the previous English lesson.				
42.	I like to help my friends with their schoolwork related to English reading.				
43.	I always try to finish my English reading assignment on time.				
44.	My parents sometimes tell me what a good job I am doing in English reading.				
45.	My parents ask me about my English grade.				

Appendix 6. Motivation for Reading Questionnaire (MRQ) Bahasa Indonesia

Angket Motivasi Membaca Siswa

Siswa-siswi kelas X dan XI

Di tempat

Saya adalah Banatul Murtafi'ah, mahasiswi prodi Pendidikan Bahasa Inggris S2 UNY yang sedang mengadakan penelitian terkait hubungan antara sikap, motivasi, dan ketercapaian membaca Bahasa Inggris santri di MA.

Sehubungan dengan hal tersebut, saya mohon Adik-adik meluangkan waktu untuk mengisi angket ini sesuai dengan keadaan sebenarnya. Jawaban yang Adik-adik berikan akan dijamin kerahasiaannya dan tidak akan berpengaruh pada nilai bahasa Inggris Adik-adik.

Atas kesediaan dan bantuan Adik-adik untuk mengisi angket ini, saya sampaikan terimakasih.

A. Identitas

Tuliskan nama lengkap Anda dan beri tanda centang (\surd) pada kotak identitas lainnya.

Nama : _____
Kelas : X XI
Jenis Kelamin : Laki-laki Perempuan

Pendapatan Keluarga*: A B C D E

*catatan
A untuk pendapatan Ayah + Ibu \geq Rp 8.000.000 per bulan
B untuk pendapatan Ayah + Ibu \geq Rp 4.600.000 per bulan
C untuk pendapatan Ayah + Ibu \geq Rp 3.500.000 per bulan
D untuk pendapatan Ayah + Ibu \geq Rp 2.200.000 per bulan
E untuk pendapatan Ayah + Ibu $<$ Rp 2.200.000 per bulan

B. Angket Motivasi Membaca Siswa

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan keadaan Anda.

Keterangan:

- SS : Sangat Setuju
- S : Setuju
- TS : Tidak Setuju
- STS : Sangat Tidak Setuju

No	Pernyataan	STS	TS	S	SS
1.	Saya memiliki kemampuan membaca yang baik di pelajaran bahasa Inggris.				
2.	Membaca teks dalam bahasa Inggris melelahkan.				
3.	Saya menyukai tantangan pada bacaan berbahasa Inggris yang sulit.				
4.	Saya suka pelajaran membaca bahasa Inggris baik saat SMP/MTs maupun MA.				
5.	Saya suka membaca buku pelajaran bahasa Inggris yang sulit dan menantang.				
6.	Nilai saya pada pelajaran bahasa Inggris di SMP/MTs dan MA tidak terlalu bagus.				
7.	Saya suka ketika pertanyaan di buku pelajaran membuat saya berpikir.				
8.	Saya tidak suka pertanyaan terkait kosakata pada <i>reading</i> di bahasa Inggris.				
9.	Saya biasanya belajar hal-hal sulit pada pelajaran bahasa Inggris dengan membaca buku pelajarannya.				
10.	Saya tidak suka membaca dalam bahasa Inggris jika kata-katanya terlalu sulit.				
11.	Sekalipun bahasa Inggris bukan pelajaran wajib, saya akan tetap mengikutinya.				
12.	Saya lemah pada pelajaran bahasa Inggris.				
13.	Saya tidak punya keinginan untuk membaca teks bahasa Inggris walaupun isinya menarik.				
14.	Saya suka membaca buku berbahasa Inggris.				
15.	Saya tertarik membaca cerita walaupun cerita tersebut berbahasa Inggris.				
16.	Dengan belajar membaca dalam bahasa Inggris, saya berharap bisa membaca buku-buku berbahasa Inggris.				

No	Pernyataan	STS	TS	S	SS
17.	Dengan belajar membaca dalam bahasa Inggris, saya berharap bisa membaca artikel-artikel di koran atau internet.				
18.	Membaca teks bahasa Inggris menyenangkan.				
19.	Saya suka membaca artikel berbahasa Inggris di koran dan internet.				
20.	Saya cenderung sangat fokus ketika membaca dalam bahasa Inggris.				
21.	Belajar membaca di bahasa Inggris penting karena akan memperluas pandangan saya.				
22.	Saya suka membayangkan hal yang saya baca ketika membaca sesuatu.				
23.	Belajar membaca di bahasa Inggris penting karena akan bermanfaat untuk pendidikan saya selanjutnya.				
24.	Dibandingkan kemampuan berbahasa yang lain (mendengarkan, berbicara, dan menulis), membaca dalam bahasa Inggris lebih penting untuk saya.				
25.	Belajar membaca dalam bahasa Inggris buang-buang waktu saja.				
26.	Saya belajar membaca dalam bahasa Inggris hanya karena ingin dapat nilai bagus.				
27.	Saya berusaha mendapatkan jawaban benar lebih banyak dari teman saya.				
28.	Teman-teman saya kadang berkata bahwa kemampuan membaca bahasa Inggris saya bagus.				
29.	Saya suka mengunjungi perpustakaan di sekolah dengan teman saya.				
30.	Saya senang menjadi satu-satunya orang yang mengetahui jawaban dari pertanyaan dari teks yang kami baca.				
31.	Saya membaca dalam bahasa Inggris untuk meningkatkan nilai bahasa Inggris saya.				
32.	Saya ikut pelajaran membaca bahasa Inggris hanya karena pelajaran tersebut wajib.				
33.	Saya senang menjadi yang terbaik pada pelajaran bahasa Inggris.				
34.	Saya senang mendapatkan pujian atas bahasa Inggris saya.				
35.	Nilai menggambarkan seberapa bagus saya dalam pelajaran bahasa Inggris khususnya membaca.				
36.	Saya tidak akan sukarela membaca teks bahasa Inggris kalau itu bukan PR atau tugas.				

No	Pernyataan	STS	TS	S	SS
37.	Saya bercerita pada teman saya tentang apa yang sedang saya baca pada pelajaran bahasa Inggris saat itu.				
38.	Saya senang menyelesaikan tugas bahasa Inggris sebelum siswa yang lain.				
39.	Saya senang ketika guru saya berkata bahwa saya memahami teks bahasa Inggris dengan baik.				
40.	Menyelesaikan setiap tugas membaca bahasa Inggris sangat penting untuk saya.				
41.	Saya bercerita pada teman saya tentang apa yang sudah saya baca pada pelajaran bahasa Inggris sebelumnya.				
42.	Saya suka membantu teman saya saat mengerjakan tugas sekolah yang terkait membaca bahasa Inggris.				
43.	Saya selalu berusaha menyelesaikan tugas membaca bahasa Inggris saya tepat waktu.				
44.	Orang tua saya kadang berkata bahwa saya bagus dalam membaca di pelajaran bahasa Inggris.				
45.	Orang tua saya bertanya tentang nilai bahasa Inggris saya.				

Appendix 7. Validation Letters



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

Nomor : 9683 /UN34.17/LT/2017 29 September 2017
Hal : Izin Validasi

Yth. Bapak/Ibu Ashadi, Ed.D.
Dosen Universitas Negeri Yogyakarta

Kami mohon dengan hormat, Bapak/Ibu bersedia menjadi validator instrumen penelitian bagi mahasiswa:

Nama : Banatul Murtafi'ah
No. Mahasiswa : 16716251003
Prodi : Pendidikan Bahasa Inggris
Pembimbing : Nur Hidayanto Putro SP, Ph.D.
Judul : *The Relationship between Santri's Attitude and Motivation in Reading English and Their Reading Achievement*

Kami sangat mengharapkan Bapak/Ibu dapat mengembalikan hasil validasi paling lama 2 (dua) minggu. Atas kerjasama yang baik dari Bapak kami ucapkan terima kasih.



Asisten Direktur I,

Dr. Sugito, M.A.
NIP 19600410 198503 1 002



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA

PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : *Adhoni*
Jabatan/Pekerjaan : *dosen*
Instansi Asal : *FBS*

Menyatakan bahwa instrumen penelitian dengan judul:

The Relationship between Santri's Attitude and Motivation in Reading English and Their Reading Achievement

dari mahasiswa:

Nama : Banatul Murtafi'ah
Program Studi : Pendidikan Bahasa Inggris
NIM : 16716251003

(sudah siap/~~belum siap~~)* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. *perbaiki di bagian nya*
.....
2.
.....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, *29 Sept* 2017

Validator,

[Signature]
.....

*) coret yang tidak perlu

Appendix 8. Results of Correlational Analysis

Pearson Correlation Analysis for Reading Attitude, Reading Motivation, and Reading Achievement

		Correlations									
		RA	AR	RR	RC	RI	IR	RE	C	CR	SR
RA	Pearson Correlation	1	.342**	.306**	.206**	.268**	.274**	.198**	.222**	.139*	.037
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.013	.517
	N	319	314	313	316	319	317	317	316	319	317
AR	Pearson Correlation	.342**	1	.553**	.405**	.557**	.438**	.396**	.429**	.290**	.256**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	314	314	310	311	314	312	312	311	314	312
RR	Pearson Correlation	.306**	.553**	1	.452**	.588**	.402**	.318**	.376**	.140*	.301**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.013	.000
	N	313	310	313	310	313	311	311	310	313	312
RC	Pearson Correlation	.206**	.405**	.452**	1	.420**	.349**	.313**	.231**	.196**	.297**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	316	311	310	316	316	314	315	314	316	315
RI	Pearson Correlation	.268**	.557**	.588**	.420**	1	.452**	.433**	.368**	.279**	.272**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	319	314	313	316	319	317	317	316	319	317
IR	Pearson Correlation	.274**	.438**	.402**	.349**	.452**	1	.180**	.253**	.256**	.159**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.001	.000	.000	.005
	N	317	312	311	314	317	317	315	314	317	315
RE	Pearson Correlation	.198**	.396**	.318**	.313**	.433**	.180**	1	.271**	.244**	.238**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001		.000	.000	.000
	N	317	312	311	315	317	315	317	315	317	316
C	Pearson Correlation	.222**	.429**	.376**	.231**	.368**	.253**	.271**	1	.004	.163**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.942	.004
	N	316	311	310	314	316	314	315	316	316	315
CR	Pearson Correlation	.139*	.290**	.140*	.196**	.279**	.256**	.244**	.004	1	.233**
	Sig. (2-tailed)	.013	.000	.013	.000	.000	.000	.000	.942		.000
	N	319	314	313	316	319	317	317	316	319	317
SR	Pearson Correlation	.037	.256**	.301**	.297**	.272**	.159**	.238**	.163**	.233**	1
	Sig. (2-tailed)	.517	.000	.000	.000	.000	.005	.000	.004	.000	
	N	317	312	312	315	317	315	316	315	317	317

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

* . Correlation is significant at the 0.05 level (2-tailed).

RA= Reading Achievement; AR= Academic Reading; RR= Recreational Reading; RC= Reading Challenge; RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy; C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

Appendix 9. Results of Regression Analysis for Investigating Predictors for Reading Achievement

Model 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 ^a	.117	.114	4.189

a. Predictors: (Constant), AR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	724.978	1	724.978	41.321	.000 ^b
	Residual	5474.108	312	17.545		
	Total	6199.086	313			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), AR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.239	.236		51.776	.000
	AR	1.357	.211	.342	6.428	.000

a. Dependent Variable: Reading Achievement

Model 2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.373 ^a	.139	.133	4.103

a. Predictors: (Constant), RR, AR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	834.965	2	417.482	24.802	.000 ^b
	Residual	5167.555	307	16.832		
	Total	6002.519	309			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), RR, AR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.215	.233		52.421	.000
	AR	1.006	.249	.257	4.048	.000
	RR	.633	.247	.163	2.563	.011

a. Dependent Variable: Reading Achievement

Model 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378 ^a	.143	.135	4.101

a. Predictors: (Constant), RC, AR, RR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	850.896	3	283.632	16.865	.000 ^b
	Residual	5095.775	303	16.818		
	Total	5946.671	306			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), RC, AR, RR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.259	.234		52.365	.000
	AR	1.034	.256	.265	4.037	.000
	RR	.562	.262	.145	2.149	.032
	RC	.089	.229	.024	.391	.696

a. Dependent Variable: Reading Achievement

Model 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.379 ^a	.143	.132	4.107

a. Predictors: (Constant), RI, RC, AR, RR

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	852.457	4	213.114	12.634	.000 ^b
	Residual	5094.214	302	16.868		
	Total	5946.671	306			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), RI, RC, AR, RR

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.259	.234		52.281	.000
	AR	1.008	.271	.258	3.723	.000
	RR	.532	.280	.137	1.899	.059
	RC	.079	.231	.021	.343	.732
	RI	.085	.280	.022	.304	.761

a. Dependent Variable: Reading Achievement

Model 5

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.136	4.110

a. Predictors: (Constant), IR, RC, AR, RR, RI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	889.840	5	177.968	10.534	.000 ^b
	Residual	5051.648	299	16.895		
	Total	5941.489	304			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), IR, RC, AR, RR, RI

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.255	.235		52.050	.000
	AR	.927	.276	.237	3.356	.001
	RR	.496	.282	.128	1.761	.079
	RC	.031	.235	.008	.133	.894
	RI	.015	.288	.004	.052	.958
	IR	.374	.248	.094	1.507	.133

a. Dependent Variable: Reading Achievement

Model 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391 ^a	.153	.135	4.108

a. Predictors: (Constant), RE, IR, RC, AR, RR, RI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	902.334	6	150.389	8.913	.000 ^b
	Residual	5011.338	297	16.873		
	Total	5913.671	303			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), RE, IR, RC, AR, RR, RI

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.270	.236		52.057	.000
	AR	.884	.280	.227	3.152	.002
	RR	.498	.281	.128	1.768	.078
	RC	-.006	.237	-.002	-.024	.981
	RI	-.072	.296	-.018	-.242	.809
	IR	.388	.249	.098	1.560	.120
	RE	.252	.243	.064	1.041	.299

a. Dependent Variable: Reading Achievement

Model 7**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.395 ^a	.156	.136	4.119

a. Predictors: (Constant), C, RE, IR, RC, AR, RR, RI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	923.849	7	131.978	7.777	.000 ^b
	Residual	4989.227	294	16.970		
	Total	5913.076	301			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), C, RE, IR, RC, AR, RR, RI

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.255	.237		51.653	.000
	AR	.830	.289	.212	2.876	.004
	RR	.473	.285	.121	1.659	.098
	RC	.021	.240	.006	.089	.929
	RI	-.101	.298	-.025	-.338	.736
	IR	.395	.250	.099	1.578	.116
	RE	.243	.244	.061	.994	.321
	C	.187	.232	.049	.805	.421

a. Dependent Variable: Reading Achievement

Model 8

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396 ^a	.156	.133	4.126

a. Predictors: (Constant), CR, C, RE, IR, RC, AR, RR, RI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	925.162	8	115.645	6.793	.000 ^b
	Residual	4987.914	293	17.024		
	Total	5913.076	301			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), CR, C, RE, IR, RC, AR, RR, RI

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.254	.238		51.564	.000
	AR	.815	.294	.208	2.775	.006
	RR	.480	.287	.123	1.674	.095
	RC	.018	.240	.005	.077	.939
	RI	-.110	.301	-.028	-.365	.715
	IR	.386	.253	.097	1.528	.128
	RE	.234	.247	.059	.949	.344
	C	.199	.236	.053	.841	.401
	CR	.064	.230	.016	.278	.781

a. Dependent Variable: Reading Achievement

Model 9

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410 ^a	.168	.143	4.104

a. Predictors: (Constant), SR, CR, C, RE, IR, RC, AR, RR, RI

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	995.415	9	110.602	6.567	.000 ^b
	Residual	4917.661	292	16.841		
	Total	5913.076	301			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), SR, CR, C, RE, IR, RC, AR, RR, RI

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.252	.236		51.834	.000
AR	.824	.292	.210	2.818	.005
RR	.553	.288	.142	1.922	.056
RC	.076	.241	.020	.316	.752
RI	-.073	.300	-.018	-.243	.808
IR	.348	.252	.087	1.382	.168
RE	.278	.247	.070	1.126	.261
C	.219	.235	.058	.932	.352
CR	.149	.232	.038	.640	.523
SR	-.538	.263	-.120	-2.042	.042

a. Dependent Variable: Reading Achievement

Notes:

AR= Academic Reading; RR= Recreational Reading; RC= Reading Challenge;
 RI= Reading Involvement; IR= Importance of Reading; RE= Reading Efficacy;
 C= Compliances; CR= Competition in Reading; SR= Social Reasons for Reading

Appendix 10. Results of Independent Sample T-test

1. Reading Attitude by Gender

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
AR Laki-laki	131	-.2129266	1.17908063	.10301675
AR Perempuan	183	.1524229	1.05572461	.07804141
RR Laki-laki	130	-.2448268	1.08598617	.09524729
RR Perempuan	183	.1739207	1.13401597	.08382887

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AR	Equal variances assumed	1.003	.317	-2.879	312	.004	-.36534954	.12689769
	Equal variances not assumed			-2.827	260.699	.005	-.36534954	.12923975
RR	Equal variances assumed	.976	.324	-3.276	311	.001	-.41874749	.12781876
	Equal variances not assumed			-3.300	285.031	.001	-.41874749	.12688312

2. Reading Attitude by Grade

Group Statistics

Grade	N	Mean	Std. Deviation	Std. Error Mean
AR X	112	.0930220	1.14653591	.10833746
AR XI	202	-.0515766	1.10707551	.07789356
RR X	112	.1398822	1.15102132	.10876129
RR XI	201	-.0779443	1.11589754	.07870934

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AR	Equal variances assumed	.044	.834	1.095	312	.275	.14459861	.13209661
	Equal variances not assumed			1.084	222.578	.280	.14459861	.13343317
RR	Equal variances assumed	.499	.480	1.637	311	.103	.21782648	.13307285
	Equal variances not assumed			1.622	223.665	.106	.21782648	.13425416

3. Reading Motivation by Gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
RC	Laki-laki	131	-.0515049	1.10092978	.09618868
	Perempuan	185	.0364710	1.23257938	.09062104
RI	Laki-laki	133	-.2395287	1.10908850	.09617017
	Perempuan	186	.1712759	1.08636776	.07965635
IR	Laki-laki	132	-.1901408	1.13057937	.09840430
	Perempuan	185	.1356680	1.10138193	.08097521
RE	Laki-laki	132	.0072390	1.19105109	.10366769
	Perempuan	185	-.0051651	1.06341403	.07818375
C	Laki-laki	133	.0135056	1.07860003	.09352648
	Perempuan	183	-.0098155	1.21762833	.09000968
CR	Laki-laki	133	-.1999651	1.18213401	.10250402
	Perempuan	186	.1429858	1.10192211	.08079685
SR	Laki-laki	132	-.1250238	.95498688	.08312094
	Perempuan	185	.0892062	1.02498344	.07535828

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
RC	Equal variances assumed	2.406	.122	-.653	314	.514	-.08797587	.13472611
	Equal variances not assumed			-.666	297.563	.506	-.08797587	.13215307
RI	Equal variances assumed	.596	.441	-3.301	317	.001	-.41080461	.12444528
	Equal variances not assumed			-3.290	280.909	.001	-.41080461	.12487528
IR	Equal variances assumed	.189	.664	-2.568	315	.011	-.32580877	.12687989
	Equal variances not assumed			-2.557	277.792	.011	-.32580877	.12743780
RE	Equal variances assumed	2.353	.126	.097	315	.923	.01240405	.12740950
	Equal variances not assumed			.096	262.045	.924	.01240405	.12984487
C	Equal variances assumed	1.765	.185	.176	314	.860	.02332116	.13231347
	Equal variances not assumed			.180	301.912	.858	.02332116	.12980349
CR	Equal variances assumed	.695	.405	-2.658	317	.008	-.34295085	.12900175
	Equal variances not assumed			-2.628	272.049	.009	-.34295085	.13051898
SR	Equal variances assumed	4.709	.031	-1.887	315	.060	-.21422998	.11353285
	Equal variances not assumed			-1.909	293.622	.057	-.21422998	.11219608

4. Reading Motivation by Grade

Group Statistics

	Grade	N	Mean	Std. Deviation	Std. Error Mean
RC	X	110	-.0193033	1.19089045	.11354695
	XI	206	.0103076	1.17505186	.08186974
RI	X	112	.1579641	1.15819616	.10943925
	XI	207	-.0854685	1.08069816	.07511371
IR	X	111	.0128066	1.15759737	.10987428
	XI	206	-.0069006	1.10738336	.07715505
RE	X	111	.1566427	1.12499638	.10677993
	XI	206	-.0844045	1.10545449	.07702066
C	X	110	.1153993	1.13803960	.10850782
	XI	206	-.0616210	1.16875523	.08143104
CR	X	112	.2518120	1.07070746	.10117235
	XI	207	-.1362461	1.16589830	.08103553
SR	X	111	.0769970	.92871860	.08815007
	XI	206	-.0414887	1.03694333	.07224726

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
RC	Equal variances assumed	.082	.775	-.212	314	.832	-.02961086	.13941414
	Equal variances not assumed			-.212	220.154	.833	-.02961086	.13998416
RI	Equal variances assumed	1.426	.233	1.872	317	.062	.24343254	.13002228
	Equal variances not assumed			1.834	214.556	.068	.24343254	.13273666
IR	Equal variances assumed	.067	.795	.149	315	.882	.01970719	.13248108
	Equal variances not assumed			.147	216.926	.883	.01970719	.13425818
RE	Equal variances assumed	.191	.662	1.841	315	.067	.24104719	.13096745
	Equal variances not assumed			1.831	221.993	.068	.24104719	.13165917
C	Equal variances assumed	.239	.625	1.294	314	.197	.17702035	.13677023
	Equal variances not assumed			1.305	227.912	.193	.17702035	.13566488
CR	Equal variances assumed	1.606	.206	2.919	317	.004	.38805804	.13295774
	Equal variances not assumed			2.994	244.815	.003	.38805804	.12962485
SR	Equal variances assumed	.481	.488	1.006	315	.315	.11848574	.11779957
	Equal variances not assumed			1.040	247.493	.300	.11848574	.11397413

5. Reading Achievement by Gender

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Reading Achievement	Laki-laki	133	11.57	4.558	.395
	Perempuan	186	12.66	4.321	.317

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Reading Achievement	Equal variances assumed	.315	.575	-2.160	317	.032	-1.084	.502
	Equal variances not assumed			-2.141	275.092	.033	-1.084	.507

Appendix 11. Results of ANOVA and Post Hoc Analysis

Reading Achievement by Family Income

ANOVA

Reading Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	234.880	4	58.720	3.123	.016
Within Groups	4982.087	265	18.800		
Total	5216.967	269			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Reading Achievement

Tukey HSD

(I) Family Income	(J) Family Income	Mean Difference (I-J)	Std. Error	Sig.
A	B	1.424	.891	.499
	C	.530	.830	.969
	D	-1.329	.847	.519
	E	-.720	.830	.909
B	A	-1.424	.891	.499
	C	-.894	.855	.834
	D	-2.754*	.872	.015
	E	-2.144	.855	.092
C	A	-.530	.830	.969
	B	.894	.855	.834
	D	-1.859	.809	.149
	E	-1.250	.792	.512
D	A	1.329	.847	.519
	B	2.754*	.872	.015
	C	1.859	.809	.149
	E	.609	.809	.944
E	A	.720	.830	.909
	B	2.144	.855	.092
	C	1.250	.792	.512
	D	-.609	.809	.944

*. The mean difference is significant at the 0.05 level.

Appendix 12. Results of Regressions Analysis for Investigating Predictors based on Demographic Variables

1. Gender as a Predictor for Academic Reading

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.161 ^a	.026	.023	1.10879202

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.191	1	10.191	8.289	.004 ^b
	Residual	383.579	312	1.229		
	Total	393.770	313			

a. Dependent Variable: Academic Reading

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.578	.210		-2.749	.006
	Gender	.365	.127	.161		

a. Dependent Variable: Academic Reading

2. Gender as a Predictor for Recreational Reading

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.183 ^a	.033	.030	1.11434492

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.328	1	13.328	10.733	.001 ^b
	Residual	386.189	311	1.242		
	Total	399.516	312			

a. Dependent Variable: Recreational Reading

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.664	.212		-3.128	.002
	Gender	.419	.128	.183		

a. Dependent Variable: Recreational Reading

3. Gender as a Predictor for Reading Involvement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.182 ^a	.033	.030	1.09588600

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.087	1	13.087	10.897	.001 ^b
	Residual	380.706	317	1.201		
	Total	393.793	318			

a. Dependent Variable: Reading Involvement

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.650	.206		-3.152	.002
	Gender	.411	.124	.182		

a. Dependent Variable: Reading Involvement

4. Gender as a Predictor for Importance of Reading

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 ^a	.021	.017	1.11361735

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.177	1	8.177	6.594	.011 ^b
	Residual	390.645	315	1.240		
	Total	398.823	316			

a. Dependent Variable: Importance of Reading

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.516	.210		-2.452	.015
	Gender	.326	.127	.143		

a. Dependent Variable: Importance of Reading

5. Gender as a Predictor for Competition in Reading

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.148 ^a	.022	.019	1.13601102

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.121	1	9.121	7.068	.008 ^b
	Residual	409.095	317	1.291		
	Total	418.216	318			

a. Dependent Variable: Competition in Reading

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.543	.214		-2.538	.012
	Gender	.343	.129	.148	2.658	.008

a. Dependent Variable: Competition in Reading

6. Grade as a Predictor for Competition in Reading

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 ^a	.026	.023	1.13347640

a. Predictors: (Constant), Grade

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.944	1	10.944	8.519	.004 ^b
	Residual	407.272	317	1.285		
	Total	418.216	318			

a. Dependent Variable: Competition in Reading

b. Predictors: (Constant), Grade

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.640	.228		2.804	.005
	Grade	-.388	.133	-.162	-2.919	.004

a. Dependent Variable: Competition in Reading

7. Gender as a Predictor for Reading Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.120 ^a	.015	.011	4.421

a. Predictors: (Constant), Gender

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.206	1	91.206	4.666	.032 ^b
	Residual	6196.550	317	19.547		
	Total	6287.755	318			

a. Dependent Variable: Reading Achievement

b. Predictors: (Constant), Gender

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.487	.832		12.598	.000
	Gender	1.084	.502	.120		

a. Dependent Variable: Reading Achievement

8. Family Income as a Predictor for Reading Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.132 ^a	.017	.014	4.373

a. Predictors: (Constant), Socioeconomic Status

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.283	1	91.283	4.773	.030 ^b
	Residual	5125.684	268	19.126		
	Total	5216.967	269			

a. Dependent Variable: Reading Test Score

b. Predictors: (Constant), Socioeconomic Status

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.172	.645		17.327	.000
	Socioeconomic Status	.412	.189	.132		

a. Dependent Variable: Reading Test Score