Reading Motivation and EFL Learners' Vocabulary Development Against Interest in Learning English Moderated by Teacher Competence

Muhalida Zia Ibhar
Prodi Ilmu Administrasi Negara, STIA Lancang Kuning Dumai
mziaibhar@gmail.com

ABSTRACT

Reading is critical for students of English as a foreign language. Apart from the four abilities that needed desire to grow, reading is one of the most critical skills in language acquisition. Therefore, this study aims to investigate reading motivation and EFL learners' vocabulary development against interest in learning English moderated by teacher competence. The research participants were university students (ages 18) as many as 53 students in the Riau Province, Indonesia. This research was using quantitative methods. The data were collected using a questionnaire and analyzed using the SEM (Structural Equation Modeling) technique which was operated through the Warp PLS 3.2.7 program. Finding of this study revealed that there was a significant effect on student interest in learning with teacher competence as a moderating variable. The teacher should provide an interesting text for students, especially EFL students, so that students read the English text not because they are forced by their surroundings, but because they have an internal motive to complete the work.

KEYWORDS
EFL Learners; Interest in Learning; Reading Motivation; Teacher Competence; Vocabulary Development

ABSTRAK

Membaca sangat penting bagi siswa bahasa Inggris sebagai bahasa asing. Terlepas dari empat kemampuan yang membutuhkan keinginan untuk tumbuh, membaca adalah salah satu keterampilan yang paling penting dalam pemerolehan bahasa. Oleh karena itu, penelitian ini bertujuan untuk mengetahui motivasi membaca dan perkembangan kosakata bahasa Inggris siswa terhadap minat belajar bahasa Inggris yang dimoderatori oleh kompetensi guru. Partisipan penelitian ini adalah mahasiswa (usia 18) sebanyak 53 mahasiswa di Provinsi Riau, Indonesia. Penelitian ini menggunakan metode kuantitatif. Data dikumpulkan dengan menggunakan kuesioner dan dianalisis menggunakan teknik SEM (Structural Equation Modeling) yang dioperasikan melalui program Warp PLS 3.2.7. Hasil penelitian ini mengungkapkan bahwa terdapat pengaruh yang signifikan terhadap

KATA KUNCI
Siswa EFL; Motivasi Membaca; Kompetensi Guru; Pengembangan Kosakata

minat belajar siswa dengan kompetensi guru sebagai variabel moderasi. Guru hendaknya memberikan teks yang menarik bagi siswa, khususnya siswa EFL, sehingga siswa membaca teks bahasa Inggris bukan karena dipaksa oleh lingkungannya, tetapi karena memiliki motif internal untuk menyelesaikan pekerjaan.

INTRODUCTION

The need of studying other languages in today's society is easy to grasp, as the world has shrunk (Johnson et al., 2013) and turned into a global village. English is not our second language (Susanty et al., 2021) so it is not easy to learn English. Learning English aims to develop students' competence to communicate orally and write in English. This research points to reading, especially reading comprehension. Aside from listening, speaking, and writing, reading is a vital ability in learning a language. Furthermore, reading is one of the skills that any learner should be able to grasp when learning English. The learner should be able to read the subject and get information, knowledge, and the main reason for studying the language.

Reading is one method of obtaining information. By reading, the reader may increase their knowledge and also have a better understanding of what is going on in the world. Reading is also a procedure that the reader engages in order to get the author's intended message. Reading activities enable children and adults to discover many new things and to broaden their horizons. Reading, along with hearing, speaking, and writing, is one of the most crucial abilities in language acquisition, according to Wang (2016). Essentially, reading is important in all aspects of life, but notably in language development. Additionally, reading has been identified as one of the talents that might influence a student's performance in school. Reading is also necessary for dealing with textbooks and other English-language sources. Students may also enhance their reading abilities through reading novels, short tales, and plays, among other things.

Reading is critical for students of English as a foreign language. Reading is the most critical skill in communication. Reading is a method of conveying an oblique message. In other words, reading is the process through which readers and authors communicate via written language. Additionally, reading is the primary activity in the classroom for formal language development. There are several advantages to reading for kids and other individuals, including providing new knowledge, information, and even a fresh idea for writing things down. Thus, students and others not only read anything, but also comprehend the written language employed by authors and deduce the text's meaning. Thus, the primary objective of reading is

to learn about adapting to a community and to oneself; it is not just to read course materials (Savaskan & Özdemir, 2017). Reading is not only a means of connecting the past and the present, but also a means of interacting with other people in an indirect manner, particularly for EFL (English as a Foreign Language) students (Savaskan & Özdemir, 2017). By reading, EFL students may strengthen their competency and expand their knowledge in language learning, as well as get a better understanding of the language's grammar, discourse structure, and vocabulary.

Additionally, reading teaches the readers how to utilize the language in official and casual situations. Essentially, reading is important in all aspects of life, but notably in language development (Wang, 2016). Since reading is the most critical skill in language acquisition, particularly in the classroom, motivation is critical in assisting learners in increasing their awareness and desire to engage in reading class. Motivation is a persistent trend that encourages people to pay attention to and recall certain actions. In reality, the majority of kids, particularly those in Indonesian schools, have poor success in English, particularly reading. They said that reading is a difficult and dull hobby. It demotivates kids from studying English and causes them to become averse to reading. Particularly, reading has an impact on their ability to read since the conventional method of teaching English has an effect on the students' interest. This is due to pupils' insufficient exposure to English reading activities, as well as their lack of desire and drive to read (Meniado, 2016). In fact, motivation is a collection of attitudes and emotional states that have an effect on the effort required to master a language, particularly for EFL students (Dja'far et al., 2016).

Furthermore, motivation is a critical indication of learning and one of the most effective strategies for increasing classroom accomplishment. Indeed, students' motivation is poor today, particularly in language, due to discrepancies in spelling between the L1 and target languages (Bin Tahir & Hanapi, 2017). It causes people to misinterpret English texts while they read and to be perplexed when answering questions about English materials. Additionally, they get bored, and there is no incentive to grasp the English materials. Additionally, a lack of vocabulary is one of the difficulties encountered by EFL learners while reading. They are unable to comprehend the meaning of words and translate them word for word, and they are not used to using English in everyday life, making it difficult for pupils to grasp what the book was about. Since, English is taught as a foreign language in Indonesia and is primarily learned in classrooms, the role of teachers is extremely essential because they are the primary source and facilitator of knowledge and abilities in this language (Sulistiyo, 2016). However, no research has been undertaken to date to determine the moderating impact of student motivation to learn in the relationship of reading motivation and EFL learners' vocabulary development against interest in learning English moderated by teacher competence.

Based on the discourse, this article sought to examine EFL learners' motivation for reading by using Deci et al., (2001) theories of intrinsic and extrinsic motivation, as well as vocabulary

growth in reading. Thus, this article will be discussed motivations for reading among EFL students. It is intended that this work will contribute to the field of teaching and learning, particularly in the area of reading activities in the English language.

Motivation in Reading

Reading is a strategic process in the sense that many of the skills and processes involved in reading require the reader to make an effort to anticipate text information, select essential information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader's goals (Kintsch, 2018). Students' reading skills, vocabulary development, critical thinking, and learning assistance are enhanced by mobile devices and social media platforms (Fadilah, 2020).

Reading is a process in which readers respond to and interpret the content they are reading in light of prior knowledge (Spratt et al., 2011). Readers participate in the activity because they want to learn and understand the content. In order to gather information and knowledge, readers strive to match what they read in written language to what they already know about the text. Understanding the meaning of words, sentences, and even entire texts enables you to make sense of them. Reading is the active process of deriving meaning from words. Reading with a purpose helps the reader direct information and focus their attention. Although reading motivations vary, the main purpose of reading is to grasp the text. Reading is a way to think. It allows the reader to use what they already know, often known as prior knowledge. During this information processing, the reader applies tactics to comprehend what they are reading, themes to organize thoughts, and textual clues to discover the meanings of new words (Cambridge et al., 2012).

There are many aspects that contribute to pupils increasing their reading skills in teaching and learning, one of which is motivation. Indeed, motivation is an emotional response to an assignment in order to get a benefit and also a favorable reward. According to the Oxford English Dictionary, motivation is something that exists inside each of us that drives us to act and also behave in certain situations. The majority of participants said that motivation is a means of improving when students study a topic in class due to a desire to know the particular information.

Deci et al., (2001) characterized motivation as having several sorts depending on the many reasons or objectives that motivate an activity, with the most significant distinction being between intrinsic and extrinsic motivation. The intrinsic motivation is to do something because it is inherently attractive, while the extrinsic motivation is to do something for a number of reasons, such as a desire to achieve, extrinsic academic, extrinsic exam compliance, and extrinsic social sharing, and it also produces a result. Intrinsic motivation is a natural state of being that resides inside people. It manifests itself in the relationship between persons and activities (Green & Fujita, 2016). Individuals are inherently driven to engage in some activities and not others. Likewise, not everyone is intrinsically driven to do anything. Intrinsic motivation exists between a person and the activity.

Motivation may provide something unique, in other words, it can provide a genuine reason to accomplish anything (Boulhrir, 2017). It is also a psychological requirement when a reward is gained for the task performed. In fact, it plays a role in intrinsic motivation. Additionally, a challenge in an activity is characterized as a desire to engage with or manage difficult reading materials (McGeown, 2013). In human existence, intrinsic drive is vital since humans are busy, inquisitive, and fun beings. In humans, this innate incentive manifests itself in the form of genuine knowledge and abilities. Although it is not exclusive to infancy, it is a crucial part of human nature that has an effect on performance and other areas of life.

Intrinsic motivation is described as engaging in an activity for the sake of pleasure and challenge. According to Deci et al., (2001), intrinsic motivation may motivate someone to engage in an activity just because it is fascinating. This suggests that someone who is intrinsically driven will often engage in an activity just for the sake of enjoyment. Someone who is inherently driven will undoubtedly engage in an activity regardless of the external or internal motivations (Salikin et al., 2017). In other words, extrinsic motivation is the act of doing an action for internal or even external reasons. Thus, intrinsic drive is preferable than extrinsic incentive, particularly for EFL learners. However, reading is important for EFL learners since it helps them develop a habit of using English words; this does not imply they read just for extrinsic motivation. However, after they've gotten acclimated to it, the intrinsic drive will emerge naturally, since EFL learners like reading activities.

EFL students study English because it is necessary of them to do so. If they do not speak English, they will face disciplinary action from their instructor. As a result of this, it seems as if he speaks English as a result of an external influence, such as others or his own surroundings, which is referred to as extrinsic motivation. The idea that served as the foundation for this research is one that is tied to L2 reading activities. Second language reading activities are motivated by both intrinsic and external factors, according to this idea. While extrinsic reading motivation is driven by external factors, such as a desire for a desired end, praise from others or avoidance of punishment, intrinsic motivators are based on the enjoyment and challenge of reading, as well as personal interest.

Reading and Vocabulary Development

Vocabulary knowledge has long been recognized as a significant factor affecting reading comprehension in English as a second language/English as a foreign language (ESL/EFL) students, as well as when a restricted vocabulary impedes effective communication. The term vocabulary learning strategy refers to a collection of approaches or plans for studying vocabulary terms that include methods such as discovery, consolidation, and metacognitive (Agustianti et al., 2021). According to Nation (2001) as mentioned in Alqahtani (2015) the link between vocabulary knowledge and language usage is mutually beneficial. Because vocabulary is important as a supplement to language, it is critical for reading activities, particularly for EFL learners.

Reading requires vocabulary knowledge. Reading is the process of extracting information from context and combining various components to build a new whole. (Lambe, 2018). There is a strong correlation between an individual's reading comprehension and vocabulary. Effective vocabulary development should consider principles such as associating new terms with past knowledge, repetition, and the meaningful usage of words in a range of contexts. Vocabulary acquisition include both the direct and indirect use of vocabularies and vocabulary education tactics, as well as the acquisition of a word's meaning via diverse activities such as reading (Karasu et al., 2016). Direct vocabulary training teaches students how to use word learning tools to determine the meaning of words. In other words, direct vocabulary is significant because it aids in the acquisition of words or terms in complex contexts and words that are not used in everyday life, whereas indirect vocabulary is defined as the indirect acquisition of word meanings through conversations and reading in various contexts. By definition of vocabulary, we know that it is critical for language acquisition and all other activities in language learners, particularly EFL learners.

METHODOLOGY

This research uses quantitative methods. In the study, the entire population was sampled, namely STIA Lancang Kuning Dumai students as many as 53 students. The data were collected using a questionnaire and analyzed using the SEM (Structural Equation Modeling) technique which was operated through the Warp PLS 3.2.7 program (Abdillah & Jogiyanto, 2015). The following are indicators of each variable in this study, there were:

1. Motivation
   (Sardiman, 2011) There were four indicators of motivation, which were:
   a. Able to work diligently
   b. Able to work independently
   c. Able to defend opinion
   d. Able to find and solve problems
2. Vocabulary Development
   (Rikmasari, 2019) There were six indicators of vocabulary development, which were:
   a. Pronouncation
   b. Spelling
   c. Meaning
   d. Memorize
   e. Classify
   f. Describe
3. Tutor Competence
   (Fahdini et al., 2014) There were five indicators of vocabulary development, which were:

    a. Ability to master the material, structure, concept, and scientific mindset that supports the subjects taught.

    b. Pedagogic Competence

    c. Personal Competence

    d. Social Competence

    e. Professional Competence

4. Interest Learning

(Mustofa, 2019) There were four indicators of Interest Learning, which were:

    a. Ability to apply psychological principles

    b. Ability to organize teaching and learning process

    c. The ability to develop creatively taught subject matter

    d. Utilizing information and communication technology to develop themselves

FINDING AND DISCUSSION

This section describes the results of the validity, reliability, goodness of fit inner model test and hypothesis testing;

Table 1: Convergent Validity Test Results of Research Variables

Variable	Indicator	Loading	Result	AVE
Motivation	Xl.1	0,809	0,7	0.671
	Xl.2	0,845	0,7	
	Xl.3	0,838	0,7	
	Xl.4	0,783	0,7	
Vocabulary Development	X2.1	0,776	0,7	0.645
	X2.2	0,787	0,7	
	X2.3	0,834	0,7	
	X2.4	0,806	0,7	
	X2.5	0,771	0,7	
	X2.6	0,842	0,7	
Tutor Competence	Z1.1	0,716	0,7	0.595
	Z1.2	0,789	0,7	
	Z1.3	0,773	0,7	
	Z1.4	0,809	0,7	
	Z1.5	0,767	0,7	
Interest Learning	Y1.1	0,833	0,7	0.731
	Y1.2	0,834	0,7	
	Y1.3	0,838	0,7	
	Y1.4	0,912	0,7	

Source: processed data, 2022

Table 1 shows the value of the loading indicator or loading factor of each variable's construct. It was previously established that all indicators have a loading factor greater than

0.7. The average variance extracted (AVE) value was likewise more than 0.50, indicating that all of the reflective indicators discussed above have a relationship with the construct variable. This explains why all of the variables in the variable construct satisfy the convergent validity conditions.

Table 2: Cronbach's Alpha Test Results of the Research Variable Construct

	Motivation	Vocabulary Development	Tutor Competence	Interest Learning
Cronbach's Alpha Coefficients	0.836	0.889	0.829	0.876

Source: processed data, 2022

In Table 2 it can be seen that the entire value of *cronbach's alpha* research construct variables were located above 0.70.This explains that all construct variables meet the reliability requirements.

Table 3: The Result of Goodness of Fit–Inner Model Test

Structure Model	Interest Learning
R-squared coefficients	0,562

Source: processed data, 2022

From Table 3 above, it can be obtained that the R Square value of the attitude variable was 0.562. This means that 56.2% of the performance variables are influenced by training and organizational culture with supervision as a moderating variable. While the remaining 43.8% was explained by other factors outside the model.

Table 4: The Values of Fit Indicators and Quality Indexes

Average path coefficient (APC)=0.276, P=0.008
Average R-squared (ARS)=0.562, P<0.001
Average adjusted R-squared (AARS)=0.526, P<0.001
Average block VIF (AVIF)=2.096, acceptable if <= 5, ideally <= 3.3
Average full collinearity VIF (AFVIF)=3.100, acceptable if <= 5, ideally <= 3.3
Tenenhaus GoF (GoF)=0.555, small >= 0.1, medium >= 0.25, large >= 0.36
Sympson's paradox ratio (SPR)=1.000, acceptable if >= 0.7, ideally = 1
R-squared contribution ratio (RSCR)=1.000, acceptable if >= 0.9, ideally = 1
Statistical suppression ratio (SSR)=1.000, acceptable if >= 0.7
Nonlinear bivariate causality direction ratio (NLBCDR)=0.625, acceptable if >= 0.7

Source: processed data, 2022

Table 4 shows that the average path coefficient (APC) was 0.276 with a p-value of 0.008, the average R-squared (ARS) was 0.562 with a p-value of 0.001, and the average adjusted R-squared (AARS) was 0.526 with a p-value of 0.001. This indicates that the researcher's model fit well.

The average variance inflation factor (AVIF) value was 2.096, and the average full collinearity variance inflation factor (AFVIF) value was 3.100 3.3, indicating that there is no difficulty with multicollinearity between indicators and exogenous variables. Furthermore, the Tenenhaus goodness of fit value is 0.555 > 0.36, indicating that the model's predictive potential is high or the model fit was excellent.

To evaluate quality indexes, the index value of Symson's paradox ratio (SPR) was 1,000 > 0.70 (ideal), R-squared contribution ratio (RSCR) was 1,000 > 0.90 (ideal), and statistical suppression ratio (SSR) was 1,000 > 0.70 (ideal), indicating that the indices had no causality problem in the model even though the NLBCDR value of 0.625 0.70 was still not as expected. The results of the bootstrapping test from the PLS analysis can be seen as follows:

Table 5: Hypothesis Testing Results

Hypotheses	Path	P values	Results
Motivation → Interest Learning	0,398	<0,001	Significant
Vocabulary Development → Interest in Learning	0,298	0,009	Significant
Motivation * Tutor Competence → Interest Learning	0,330	0,004	Significant
Vocabulary Development * Tutor Competence → Interest Learning	0,076	0,286	Not Significant

Source: Processed Results, 2022

From Table 5, the results of hypothesis testing can be obtained as follows:

1. Motivation → Interest in Learning

Obtained path coefficients value of 0.398 with P value < 0.001. These results indicate that the P value <0.001, it means that motivation has a significant effect on students' interest in learning. Then the path coefficients value is 0.398, which means that every increase in motivation by 1 unit, it will increase student interest in learning by 0.398 and vice versa assuming other variables remain.

2. Vocabulary Development → interest in learning

The path coefficients value is 0.298 with a P value of 0.009. These results indicate that the P value is 0.009 <0.05, which means that vocabulary development has a significant effect on student learning interest. Then the path coefficients value of 0.298 is obtained, which means that every increase in vocabulary development by 1 unit, it will increase student interest in learning by 0.298 and vice versa assuming other variables remain.

3. Motivation * Tutor competence → Interest in Learning

Obtained path coefficients value of 0.330 with a P value of 0.004. These results indicate that the P value is 0.004 < 0.05, which means that motivation has a significant effect on student interest in learning with teacher competence as a moderating variable. Then the path

coefficients value is 0.330, which means that every increase in motivation moderated by competence is 1 unit, it will increase student interest in learning by 0.330 and vice versa assuming other variables remain.

4. Vocabulary Development * Tutor Competence → Interest in Learning

Obtained path coefficients value of 0.076 with a P value of 0.286. These results indicate that P value 0.286 > 0.05, which means that vocabulary development has no significant effect on interest in learning with teacher competence as a moderating variable. Then the path coefficients value is 0.076, which means that every increase in vocabulary development moderated by teacher competence is 1 unit, it will increase interest in learning by 0.076 and vice versa assuming other variables remain.

This article examines the need for motivation in reading so that students can learn and understand what they were reading, especially EFL students. There were intrinsic and extrinsic motivations. Extrinsic motivation was more common among students than intrinsic motivation. Because students were more concerned with results, they were also more likely to be motivated to learn because they want to achieve positive results and avoid punishment for negative outcomes. This shows that individual drives were not innate, but rather the result of external forces. Another problem was the lack of vocabulary, which was one of the most common reading difficulties for EFL students. They cannot understand the meaning of words and translate them word by word, and they were not accustomed to using English in their daily life, making it difficult for students to understand the contents of the book. There were two types of vocabulary education in vocabulary learning: direct vocabulary teaching and indirect vocabulary teaching. Indeed, it was a method or strategy that can help EFL learners in vocabulary mastery and make reading easier to understand. Due to the students' lack of enthusiasm in learning English, they cannot read.

Reading, in particular, had an impact on their reading ability because conventional methods and lack of interest in the materials used by instructors in teaching English affect students' interest. This was due to the lack of students' exposure to English reading activities, as well as the lack of desire and encouragement to read. As a result, teachers must provide interesting texts for students. Direct vocabulary teaching and indirect vocabulary teaching. Indeed, it was a method or strategy that can help EFL learners in vocabulary mastery and make reading easier to understand. Due to the students' lack of enthusiasm in learning English, they cannot read. Reading, in particular, has an impact on their reading ability because conventional methods and lack of interest in the materials used by instructors in teaching English affect students' interest. This was due to the lack of students' exposure to English reading activities, as well as the lack of desire and encouragement to read. As a result, teachers must provide interesting texts for students. This was a method or strategy that can help EFL learners in vocabulary mastery and make reading easier to understand. Impact on their reading ability because conventional methods and lack of interest in the materials used by the instructor in teaching English affect students' interest.

The result of this study was similar to study done by Indrayadi (2021) investigated whether students' intrinsic and extrinsic reading motivation differed, as well as reading motivation in general. A descriptive quantitative technique with a survey design was used in this investigation. Eighty-five third-year students willingly returned a questionnaire about their reading motivation. This study concludes that external factors influenced pupils' reading motivation. The students that were more motivated to read in this study did so because they expected to receive praise from others, good grades, more information from the material, and to complete the task. It also implies the philosophy of inspiring students to study English materials.

In another study, Bai (2022) who studied the relationships between struggling writers' motivation (interest, self-efficacy, and growth mindset) and their use of self-regulated learning (SRL) strategies (planning, text-generating, self-monitoring, and collaborative learning) and writing competence in an English as a foreign language (EFL) context. Participants included 368 Hong Kong elementary pupils who received 15 or fewer out of a possible 48 points. The results of this study's structural equation modeling (SEM) revealed that growth mindset had the strongest positive associations with the adoption of SRL tactics by struggling EFL writers. Both self-efficacy and interest were positively related to the students' usage of SRL strategies, but only self-efficacy was significantly and positively related to their writing skill.

CONCLUSION

In conclusion, this article examines the need of motivation in reading in order for students to learn and comprehend what they read, particularly EFL students.

1. Motivation has an effect on student interest in learning. The better the motivation, the student's interest in learning will increase and vice versa, the less good the motivation, the lower the student's interest in learning, and the effect is significant.

2. Vocabulary development affect the interest in learning in students. The more the vocabulary develops, the student's interest in learning will increase and vice versa, the less the vocabulary develops, the lower the student's interest in learning, and the effect is significant.

3. Motivationaffect the interest in learning with teacher competence as a moderating variable. The better the student's motivation and accompanied by effective teacher competence, it will increase interest in learning. On the other hand, the less good the motivation and the lack of good teacher competence, the lower the student's interest in learning.

4. Vocabulary development has no effect on learning interest with teacher competence as a moderating variable. Whether or not teacher competence has an impact on students' interest in learning.

REFERENCES

Abdillah, W., & Jogiyanto, H. M. (2015). *Partial least square (PLS) alternatif structural equation modeling (SEM)*. Andi Offset: Yogyakarta.

Agustianti, E., Delfi, S., & Dahnilsyah, D. (2021). The Correlation between University Students' Vocabulary Learning Strategies and The Vocabulary Mastery Level. *J-SHMIC: Journal of English for Academic*, *8*(2), 153-167.

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, *3*(3), 21–34.

Bai, B., Guo, W., & Wang, C. (2022). Relationships between struggling EFL writers' motivation, self-regulated learning (SRL), and writing competence in Hong Kong primary schools. *Applied Linguistics Review*.

Bin Tahir, S. Z., & Hanapi, H. (2017). Lecturers' Method in Teaching Speaking at the University of Iqra Buru. *International Journal of English Linguistics*, *7*(2), 73–80.

Boulhrir, T. (2017). Twenty-first century instructional classroom practices and reading motivation: Probing the effectiveness of interventional reading programs. *International Journal of Education and Literacy Studies*, *5*(3), 57–66.

Cambridge, E., Cresswell, J. W., Plano Clark, V. L., & Denscombe, M. (2012). student proficiency: improving listening, reading and. *ISSN 1756-509X*, 42.

Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research*, *71*(1), 1–27.

Dja'far, V. H., Cahyono, B. Y., & Bashtomi, Y. (2016). EFL Teachers' Perception of University Students' Motivation and ESP Learning Achievement. *Journal of Education and Practice*, *7*(14), 28–37.

Fadilah, H. A. (2020). *The effect of predicting strategy with webtoon on students reading comprehension at Mts S Al Washliyah Tanjung Tiga in Academic year 2019/2020*. Universitas Islam Negeri Sumatera Utara.

Fahdini, R., Mulyadi, E., Suhandani, D., & Julia, J. (2014). Identifikasi Kompetensi Guru sebagai Cerminan Profesionalisme Tenaga Pendidik di Kabupaten Sumedang. *Mimbar Sekolah Dasar*, *1*(1), 33-42.

Green, K., & Fujita, J. (2016). Students of Different Subjects Have Different Levels of Extrinsic and Intrinsic Motivation to Learn English: Two Different Groups of EFL Students in Japan. *English Language Teaching*, *9*(9), 156–165.

Indrayadi, T. (2021). Indonesian EFL Learners' Reading Motivation. *Indonesian Journal of*

English Language Teaching and Applied Linguistics, *5*(2), 335-346.

Johnson, S. M., Bradley, B., Furrow, J. L., Lee, A., Palmer, G., Tilley, D., & Woolley, S. (2013). *Becoming an emotionally focused couple therapist: The workbook*. Routledge.

Karasu, G., Girgin, U., Uzuner, Y., & Kaya, Z. (2016). Vocabulary Developing Strategies Applied to Individuals with Hearing Impairments. *Educational Research and Reviews*, *11*(15), 1402–1414.

Kintsch, W. (2018). Revisiting the construction—integration model of text comprehension and its Implications for Instruction. In *Theoretical models and processes of literacy* (pp. 178–203). Routledge.

Lambe, L. (2018). Teaching reading comprehension in EFL classroom: A glance at some approaches and activities. *Journal of English Language and Literature Teaching*, *2*(02).

McGeown, S. (2013). *Reading motivation and engagement in the primary school classroom: theory, research and practice*. United Kingdom Literacy Association Leicester, UK.

Meniado, J. C. (2016). Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students. *English Language Teaching*, *9*(3), 117–129.

Mustofa, A. (2019). Pelaksanaan Kompetensi Profesional Guru Pai dalam Peningkatan Efektivitas Belajar Peserta Didik di Sman 3 Jombang. *Ilmuna: Jurnal Studi Pendidikan Agama Islam*, *1*(1), 40-57.

Nation, I. S. P., & Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10). Cambridge university press Cambridge.

Salikin, H., Bin-Tahir, S. Z., Kusumaningputri, R., & Yuliandari, D. P. (2017). The Indonesian EFL Learners' Motivation in Reading. *English Language Teaching*, *10*(5), 81–90.

Sardiman, A. M. (2011). Interaksi dan Motivasi Belajar Mengajar/Sardiman AM.

Savaskan, V., & Özdemir, A. (2017). Determining the Variables That Affect the Reading Motivation of Educational Faculty Students. *Educational Research and Reviews*, *12*(13), 660–676.

Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT course modules 1, 2 and 3*. Cambridge university press.

Sulistiyo, U. (2016). English language teaching and EFL teacher competence in Indonesia. *Proceedings of ISELT FBS Universitas Negeri Padang*, *4*(2), 396–406.

Susanty, L., Sholihah, H. I., Pramesworo, I. S., Telaumbanua, S., & Basir, A. (2021).

Promoting English learning from home to Indonesian families: an alternative approach to learning foreign languages at an early age. *Linguistics and Culture Review*, *5*(1), 203–216.

Rikmasari, R., & Budianti, Y. (2019). Penguasaan Kosakata Bahasa Inggris melalui Model Pembelajaran Circuit Learning pada Siswa Kelas III Di Sdn Jatimulya 03 Bekasi. *Jurnal Inovasi Sekolah Dasar*, *6*(2).

Wang, Y. H. (2016). Reading strategy use and comprehension performance of more successful and less successful readers: A think-aloud study. *Educational Sciences: Theory & Practice*, *16*(5).