THE CORRELATION BETWEEN READING MOTIVATION, VOCABULARY MASTERY ON READING COMPREHENSION

Mukhlis[1], Siti Mafulah[2], Teguh Sulistyo[3]

[1,2,3]Universitas PGRI Kanjuruhan Malang

mukhlissalim13@gmail.com[1], siti_mafulah@unikama.ac.id[2], sulistyoteguh@unikama.ac.id[3]

ABSTRACT; *This study aims to investigate the relationship between reading motivation, vocabulary mastery and reading comprehension ability of second grader students in MA Raudlatul Ulum II Putukrejo Gondanglegi Malang. A correlational design was used in this study. There were 33 students as the participants. The instrument used were tests and questionnaire. The test assesses the students' vocabulary mastery and reading comprehension. A questionnaire was then used to gather information about students' motivation in reading. The result shows that the reading motivation and reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was correlated 73.17 with a standard deviation of 9.140. It also means that the students' reading motivation is contributed to their reading comprehension. Besides, vocabulary mastery and reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was significantly correlated 73.17 with standard deviation is 9.140. It also means that the students' vocabulary mastery is contributed to their reading comprehension. In adddition, the correlation between reading motivation, vocabulary mastery on reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was correlated. It is indicated by the result Of The Correlation Between Reading Motivation,Vocabulary Mastery On Reading Comprehension It means that the reading comprehension can depend on of reading motivation and vocabulary mastery. It also means that the students' reading motivation and vocabulary mastery are contributed to the students' reading comprehension.*

Keywords: Reading Motivation, Vocabulary Mastery, Reading Comprehension.

ABSTRAK; Penelitian ini bertujuan untuk menyelidiki hubungan antara motivasi membaca, penguasaan kosakata dan kemampuan pemahaman bacaan siswa kelas dua di MA Raudlatul Ulum II Putukrejo Gondanglegi Malang. Desain korelasional digunakan dalam penelitian ini. Ada 33 siswa sebagai partisipan. Instrumen yang digunakan adalah tes dan kuesioner. Tes tersebut menilai penguasaan kosakata dan pemahaman bacaan siswa. Kuesioner kemudian digunakan untuk mengumpulkan informasi tentang motivasi siswa dalam membaca. Hasil penelitian menunjukkan bahwa motivasi membaca dan pemahaman bacaan siswa kelas dua di MA Raudlatul Ulum II Putukrejo Malang berkorelasi 73,17 dengan standar deviasi 9,140. Ini juga berarti bahwa motivasi

membaca siswa berkontribusi pada pemahaman bacaan mereka. Selain itu, penguasaan kosakata dan pemahaman bacaan siswa kelas dua di MA Raudlatul Ulum II Putukrejo Malang berkorelasi signifikan 73,17 dengan standar deviasi 9,140. Ini juga berarti bahwa penguasaan kosakata siswa berkontribusi pada pemahaman bacaan mereka. Selain itu, terdapat korelasi antara motivasi membaca, penguasaan kosakata terhadap pemahaman bacaan siswa kelas 2 di MA Raudlatul Ulum II Putukrejo Malang. Hal ini ditunjukkan dengan hasil korelasi antara motivasi membaca, penguasaan kosakata terhadap pemahaman bacaan. Artinya, pemahaman bacaan dapat bergantung pada motivasi membaca dan penguasaan kosakata. Hal ini juga berarti bahwa motivasi membaca siswa dan penguasaan kosakata berkontribusi terhadap pemahaman bacaan siswa.

Kata Kunci: Motivasi Membaca, Penguasaan Kosakata, Pemahaman Membaca.

INTRODUCTION

English is a medium of communication that people all over the world use to communicate. According to Choosri Banditvilai (2020), Reading is a basic life skills. However, the students faced it the problem of not understanding the parts of what they have read. This is reflected in their low reading scores. In reading, students need to use a variety of strategies to help them in acquisition, storage, and retrieval of information.

According to Idola Wike Erya, Reza Pustika (2021), Reading is activities that students usually learn and do in English as a foreign language. It is used to gain a comprehensive understanding understanding and ideas from the text. Reading activities can shape students into lifelong learners they continually refresh and increase their knowledge every time they read. To understand English, you must know that there are four skills in English: listening, speaking, reading, and writing. Reading is an important English skill and helps students expand their knowledge. Common problems when reading and understanding texts are a lack of vocabulary and a lack of motivation to read. Readers must have a large vocabulary in order to understand what they read. For understanding some books, someone needs more vocabulary.

Vocabulary is very important for the students. The students are expected to master the skills of reading, writing, speaking, and listening. The vocabulary can help the students or the learners to acquire a considerable understanding of a large number of words. As the explanation above, vocabulary becomes an important thing in learning English. Students

have to master vocabulary more and more because the lack of vocabulary often brings trouble for English learners.

According to Tresna Hafidz Yudha, Berlinda Mandasari, (2021), vocabulary learning is the most important aspect in learning a foreign language. Knowing a lot of words is essential to making progress in foreign language learning.

Afidah Anissa'ul, Moch. Imam Machfudi, (2022), Vocabulary is one of the linguistic components that must be mastered Students learn English as a foreign language. So far, students have done just that the ability to understand and use words, as well meaning. This means that when learning English well, students will do it not only know the words, but also their meaning. vocabulary is a crucial element in language learning that has to be mastered by students at any level of education.

Productive vocabulary are words which the students understand, can pronounce correctly, and use constructively in speaking and writing. Listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking, and writing vocabulary.

To get a high score on good reading comprehension, the readers also need high motivation. Motivation is a very strong thing that comes with internal or external factors from the individual and others. According to Smith Reid, Pamela Snow (2022), Reading comprehension is central to academic progress because it underlies content area learning in all subjects. Research in reading over the last 40 years has increasingly emphasized the importance of background knowledge as significant contributor to middle school students' reading ability. Motivation helps increase students' confidence in reading. Further, she divided motivation into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation prompts students to study continuously and is dependent on student approval.

A previous study related to this study was conducted by Wulandari (2021), who investigated the relationship between reading motivation, vocabulary acquisition, and reading comprehension ability of the fourth-semester students in the Department of English at Islamic University of Malang. The results showed that these three variables were significantly correlated. Meanwhile, Giawa (2021) also investigated the correlation between vocabulary acquisition and students' reading comprehension: A Meta-Analysis. Her can

conclude that meta-analysis studies do not have publication bias issues. From, Astrid (2023) conducted a study on the relationship between students' reading motivation and reading comprehension among 8th graders. The results showed that there was a relationship of significant (.257) between reading motivation and reading comprehension. In this case, the researcher wants to revisit the same study with a different topic.

Based on previous research that has been available, researchers have not found answers to the phenomena that exist at Madratsah Aliyah Raudlatul Ulum II Putukrejo (MA RU II) or Islamic Senior High School II Putukrejo. The phenomenon is whether there is a correlation of the are reading motivation, vocabulary acquisition, and reading comprehension ability in improving reading achievement on students? so that the novelty offered by this research is to provide answers to the gap. This research needs to be done because the previous research was conducted at university level, so the researcher wants to conduct research at the high school level. This is expected to provide a new statement regarding the continuity between the three variables at the high school level. Therefore, researcher would like to investigate whether the relationship between reading motivation, vocabulary acquisition, and reading comprehension ability is associated with improved students' reading performance on analytic exposure texts with the title "The Correlation between Reading Motivation, Vocabulary Mastery, and Reading Comprehension Ability.

RESEARCH METHODS

In conducting this study, a quantitative research approach was used as they expected to describe and evaluate correlations, provide data in numerical form, and analyze using statistics. Quantitative research is a method of obtaining information about the world through the use and interpretation of numerical data (Chu and Mak (2022); Stratton (2021). This study used correlational research to measure the correlation between three variables: reading motivation, vocabulary acquisition, and reading comprehension.

According Ahmad Sharique, Saeeda Wasim (2019), Qualitative research is research that provides insight and understanding of the problem formulation. This is an unstructured thing, Exploratory research methods that study very complex a phenomenon that is impossible to explain with quantitative research. Even if it generates ideas or hypothesis for further quantitative research. Qualitative Research is used to gain a deep understanding of

humans behavior, experiences, attitudes, intentions, and motivation, based on observation and interpretation, to find out how people think and feel. It is a form research where the researcher gives more weight to the research the participants' views. Case study, down to earth theory, ethnography, history and phenomenology are type of qualitative research.

This research is a type of quantitative research using a correlational design. According to Quantitative research is formal, objective, thorough, deductive, and systematic strategies for generating and refining knowledge for problem solving. Haradhan Mohajan, (2020), Quantitative research explains phenomena by collecting detailed unchanging numerical data that is analyzed using mathematics-based methods, especially statistics that ask questions about who, what, when, where, how much, how much, and how.

According to Thi Vu Thanh Nha (2021). Of the positivists, qualitative research under the constructivist paradigm has come into practice. Instead of trying to explain a phenomenon through a verification or falsification process, qualitative research aims to "understand, interpret, explain complex and highly textualized social phenomena. This research is research data in the form of numbers and statistical analysis.

According to Rohma Siti (2020) Quantitative research can be interpreted as a positive philosophy, used for research on certain populations or samples, data collection using research instruments, data analysis is quantitative or statistical, with the aim of testing predetermined hypotheses. According to Putri Zahra Ayuningtyas (2022), correlation research is research that has the aim of comparing the measurement results of two different variables in order to determine the level of relationship between other variables. Other expert opinions, namely (Hamid Darmadi, 2011, p. 166; Sudaryono, 2017, p. 95) suggest that correlation research allows making a prediction of how the relationship between two or more variables is.

Population on this research is student at second grader in MA RU II Putukrejo, contains 38 students. Calculation method the number of samples to be used in this study using the Slovin sampling method, which is as follows: Sugiyono (in Julia Anita, Nasir Aziz, 2013)

$= N : 1+N(\alpha)2$

$= 38 : 1+38 (0.5)2$

$= 38 \ 1+(38×0,0025)$

$= 38 : 1+0,095$

= 38 : 1,095 =33,03

So, 33 students as sample.

The questionnaire was used to gather information about students' reading motivation. This research use Likert scale for questionnaire. Likert scale distribution to the student at XI class in MA Radlatul Ulum Gondanglegi Malang which will be used to measure opinion, attitude, and social factors in the research conducted. In this study using a closed questionnaire type because this type is considered more efficient and does not take more time to get answers to the questions asked by researchers to source.

A test is a method used or procedure in the context of measurement and assessment in the field of education in the form of giving tasks or questions that must be answered. This test aims to determine the learning outcomes of Analytical Exposition. It tests of vocabulary and reading comprehension. In the developing the test the researcher took some steps: writing the blue-print of the test, writing the test covering the item and test validity, literature's validation, revising the test based on the comments from the literature, trying out the test, analyzing the result of the try out and revising the test based on the analysis. After the blue-print of the test was made, next step in developing the test was writing the test items. The reading test was in the form of multiple-choice questions. Writing the test covered writing the direction and the items of test.

In this study, the researchers used tests and questionnaire as the instruments. The test assesses the students' vocabulary mastery and reading comprehension. A questionnaire was then used to gather information about students' motivation in reading.

In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are grouping data based on variables and types of respondents, presenting data for each variable studied, performing calculations to answer problem formulations, and performing hypotheses that have been proposed. Data analysis techniques used in quantitative research use statistics

RESULTS AND DISCUSSION

Findings

4.1   Correlation Between Reading Motivation and Reading Comprehension

The data of reading motivation and reading comprehension were collected through questionnaire and test. Thus, it is possible to statistically calculate the mean and the correlation of three variables through Pearson Product Moment. The data of two variables are presented in Appendix 4 and 6. Then the researcher computed the data by applying IBM SPSS, and the descriptive and correlation result are showed in Table 4.1.

Table 4.1: Descriptive Statistics of Reading Motivation and Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Motivation	33	50	94	74.02	10.432
Reading Comprehension	33	50	88	73.17	9.140
Valid N (list wise)	33				

Table 4.1 showed that the number of participants were 33 students (N= 33. The minimum score of reading motivation is 50 and the maximum score is 94. The mean of reading motivation is 74.02, with a standard deviation of 10.432. In this case, there are 23 students whose scores above the mean and 10 students whose scores below the mean. The minimum score of reading comprehension is 50 and the maximum score is 88. The table also showed that the mean score for reading comprehension is 73.17 with a standard deviation of 9.140. It means there are 17 students whose scores are higher than the mean and 16 students whose scores are lower than the mean.

Table 4.2: The Correlation between Reading Motivation and Reading Comprehension

	Reading	Reading

		Motivation	Comprehension
Reading Motivation	Correlation	1	.415
	Sig. (2-tailed)		.001
	N	33	33
Reading Comprehension	Correlation	.415	1
	Sig. (2-tailed)	.001	
	N	33	33

Based on the table above, the Pearson Correlation (r) which represents the correlation between reading motivation and reading comprehension performance is 0.415. It means that the variables have a positive correlation. Afterward, the significance showed on the table is 0.001, it was indicated that the variables was significantly correlated because the P-value is lower than 0.05 level of significance (0.001<0.05). To get the level of correlation, the researcher using the interpretation level of correlation. (See table 4.3). Then the result showed that reading motivation and reading comprehension was correlated at moderate level.

Table 4.3 the interpretation Level of Correlation

Product Moment (r)	Interpretation
0.80 – 1.00	Very High
0.60 – 0.80	High
0.40 – 060	Moderate
	Low
0.20 - 0.40	Very Low
0.00 – 0.20	

4.2   Correlation Between Vocabulary Mastery and Reading Comprehension

The data of students' vocabulary mastery and reading comprehension were obtained from the test. Thus, it is possible to statistically calculate the mean and the correlation of two

variables through Pearson Product Moment. The scores of two variables are presented in appendix 10. Then the researcher computed the data by applying IBM SPSS and the

Table 4.4: Descriptive Statistics of Vocabulary Mastery and Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	33	48	88	75.45	8.276
Reading Comprehension	33	50	88	73.17	9.140
N	33				

The table above showed that the number of participants were 33 students (N= 33). The minimum score of vocabulary mastery is 48 and the maximum score is 88. The mean score of vocabulary mastery is 75.45 with standard deviation of 8.276. In this case, the students who scores above the mean were 19 students, and below the mean score were 14 students. The minimum score of reading comprehension is 50 and the maximum score is 88. The table also shows that the mean score of reading comprehension is 73.17 with standard deviation is 9.140. It means there were 12 students who got scores above the mean and 11 students below the mean.

Table 4.5 The Correlation between Vocabulary Mastery and Reading Comprehension

		Vocabulary Mastery	Reading Comprehension
Vocabulary	Pearson Correlation	1	.436
	Sig. (2-tailed) N		.001
		33	
Reading	Pearson	.436	1

	Correlation	
Comprehension	Sig. (2-tailed)	.001
	N	33

Based on the table above, the Pearson Correlation (r) is 0.436. It means that the variables have a positive correlation. Afterward, the significance showed on the table is 0.001, it was indicated that the variables was significantly correlated because the P-value is lower than 0.05 level of significance (0.001<0.05).

4.1 Correlation Between Reading Motivation, Vocabulary Mastery, and Reading Comprehension

The data of variables were obtained from questionnaire and test. Thus, it is possible to statistically calculate the mean and the correlation of three variables through Pearson Product Moment. The scores of three variables are presented in appendix 10. The researcher computed the data with multiple linear regressions with a descriptive, correlation, ANOVA and coefficient result showed in Table 4.6

Table 4.6 Descriptive Statistic of Reading Motivation, Vocabulary Mastery, and Reading Comprehension

	Mean	Std. Deviation	N
Reading Comprehension	73.17	9.140	33
Reading Motivation	74.02	10.432	33
Vocabulary	75.45	8.276	33

From the table above, the number of participants were 33 students (N = 60). The mean score for reading motivation is 73.17 with the standard deviation is 9.140. The data revealed that mean score of vocabulary mastery is 75.45 with standard deviation is 8.276. The mean score of reading comprehension is 73.17 with standard deviation is 9.140.

Table 4.7: The Correlation between Reading Motivation, Vocabulary Mastery and Reading Comprehension

		Reading Comprehension	Reading Motivation	Vocabulary
Pearson Correlation	Reading Comprehension	1.000	.415	.436
	Reading Motivation	.415	1.000	.523
	Vocabulary Mastery	.436	.523	1.000
Sig. (1-tailed)	Reading Comprehension		.000	.000
	Reading Motivation	.000		.000
	Vocabulary Mastery	.000	.000	
N	Reading Comprehension	33	33	33
	Reading Motivation	33	33	33
	Vocabulary Mastery	33	33	33

Based on the table above, the significance is 0.000 which means P-value is lower than 0.05 level of significance (0.000< 0.05). To sum up, the result indicated that reading motivation, vocabulary mastery and reading comprehension are significantly correlated. It can be said that there is a positive correlation between students' reading motivation, vocabulary mastery and reading comprehension.

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488[a]	.238	.211	8.118

a. Predictors: (Constant), Vocabulary, Reading motivation

The table showed that the R-value is 0.488 and the R Square is 0.238, which means that the reading motivation and vocabulary mastery contribute as much as 24% to the reading comprehension.

Table 4.9: ANOVA

Model		Sum of Squares	DF	Mean Square	F	Sig.
	Regression	1171.715	2	585.858	8.889	.000[b]
1	Residual	3756.618	57	65.906		
	Total	4928.333	59			

Table 4.10 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	31.398	10.114		3.104	.003
1	Reading Motivation	.225	.119	.257	1.896	.063
	Vocabulary	.333	.150	.301	2.220	.030

Based on the table, both predictors which are reading motivation and vocabulary mastery have a big impact to reading comprehension. It was proven with the F-obtained is 8.889 and significance value is 0.000. The table of coefficient also showed that the t-obtained of vocabulary mastery is 2.220 and t-obtained of reading motivation is 1.896. It means that the vocabulary mastery affects the students' reading comprehension more than reading motivation.

Discussion

The correlation between reading motivation and reading comprehension, it was found that there was a statistically significant relationship between reading motivation and reading comprehension. It means that the alternative hypothesis is accepted. It can be concluded that reading motivation and reading comprehension are correlated. It was proven by the results of the students' questionnaire which showed that the readers have a high motivation in reading because of their hobbies. In this case, the students get better in reading when they like to read a book and it was the factor which affects their motivation. Guthrie (2004) said that the curious of students about the content of the text will be one of the factors that build their motivation in reading. According to Astra (2022), Reading activity brings important effect to society, also will educate the eyes speed. There for reading gives us many benefits especially for getting information that helps the readers to consolidate their knowledge by comprehending the reading material. Reading motivation is really important for students to get better understanding in reading. It means the reading motivation has contributed to the result of reading comprehension.

The correlation between vocabulary mastery and reading comprehension. Based on the statistical results, the variables were significantly correlated. It means that the alternative hypothesis is accepted. It means that vocabulary mastery and reading comprehension are correlated. It was indicated that the students need vocabulary mastery to understand a passage in the text. Vocabulary is one of the most important think for readers to get better understanding in reading a text. It was supported by Furqan Ahmad (2020) also confirmed the same thing, that there was a significant increase in students' vocabulary mastery with treatment through flash cards. It was supported by Hotmagasi David Manihuruk (2020), Read comprehension methods commonly used in reading classes, versatility, and form of text familiarity. Overall, these other variables influenced 66.1% of participants' reading comprehension performance.

The correlation between reading motivation, vocabulary mastery, and reading comprehension. The result indicated that the variables were significantly correlated. It means that the students who have high reading motivation and vocabulary mastery will get better comprehension in reading text. Those three previous studies were showed the same result with the present research. The studies indicated that reading motivation, vocabulary mastery and reading.

The correlation between reading motivation, vocabulary mastery and reading comprehension is very suitable if applied at the MA Raudlatul Ulum II level to know and understand and provide learning motivation for students at that level.

CONCLUSION AND SUGGESTIONS

Based on the research problem and the data analysis result, it can be concluded: Firstly, according to the analysis description, the reading motivation and reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was correlated. It means that the reading comprehension can depend on the reading motivation. It also means that the students' reading motivation is contributed to their reading comprehension. Secondly, vocabulary mastery and reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was significantly correlated. It means that the reading comprehension can depend on the vocabulary mastery. It also means that the students' vocabulary mastery is contributed to their reading comprehension. Thirdly, reading motivation, vocabulary mastery and reading comprehension of second grader in MA Raudlatul Ulum II Putukrejo Malang was correlated. It means that the reading comprehension can depend on of reading motivation and vocabulary mastery. It also means that the students' reading motivation and vocabulary mastery are contributed to the students' reading comprehension. It means that, reading motivation and vocabulary mastery is really important for the readers because it's contributed to the students' reading comprehension.

Based on the results of the study, the researchers provide suggestions to further researchers as follows: Future researchers are expected to conduct further research more optimally than this research. Future researchers are expected to take a more recent and interesting research topic than this research. English teachers are expected to apply various learning methods related to reading motivation, vocabulary mastery and reading comprehension in order to develop innovations in learning so that the quality of learning will improve and student achievement will be optimal.

REFERENCE

Ahmadi, A. Z. (2013). Studying the Role of Academic Hardiness in Academic Achievement of Students of Islamic Azad University. Journal of Life Science and Biomedicine, 3 (6), 418-423

Ahmad Sharique Ahmad, Saeeda Wasim (2019). Quantitative Research- A Summarized Review: pISSN- 2349-2562, eISSN- 2349-2570/ Vol. 6/Issue 43/Oct. 28, 2019.

Anggia, H., Magyar, A., & Habók, A. (2023). Measurement invariance of the English reading motivational structure of bilingual and multilingual university students. Heliyon, 9(12). https://doi.org/10.1016/j.heliyon.2023.e22884

Annisa, A. (2023). The Correlation between Students' Reading Motivation and Reading Comprehension at Eighth Grade Students Level. Jurnal Educatio Universitas Islam Negeri Raden Fatah Palembang, ISSN: 2459-9522 (Print), 2548-6756 (Online) Vol. 9, No. 1, 2023, pp. 183-190

Arnold, J. (2000). Affect in language Learning. Cambridge: Cambridge University Press.

Afidah Anissa'ul, Moch. Imam Machfudi, (2022). Students' Difficulties In Vocabulary Mastery: Volume 1 Issue 1 June 2022, State Islamic University Kiai Haji Achmad Siddiq Jember.

Astra (2022), The Correlation Between Vocabulary Mastery And Reading Comprehension Of The Eighth-Grade Students Of Smp Negeri 4 Sukawati In Academic Year 2021/2022: Universitas Mahasaraswati Denpasar.

Bahri, D. S. (2018). The Correlation Between Students' Vocabulary Mastery and their Reading Comprehension. Project, vol.1 (2).

Banditvilai Choosri, (2020). The Effectiveness of Reading Strategies on Reading Comprehension: International Journal of Social Science and Humanity, Vol. 10, No. 2, May 2020.

Dweck, CS., editors. Handbook of competence and motivation. New York: Guildford. p. 105-121.

Duwi, P. (2016) Belajar Alat Analisis Data Dan Cara Pengolahannya Dengan SPSS, cetakan I. Yogyakarta: Penerbit Gava Media,

Eccles J, Wigfield A. (2002). Motivational beliefs, values, and goals. Annual Review of Psychology; 53:109–132.

Eccles, J. (2005). Subjective task value and the Eccles et al. model of achievement-related choices. In: Elliot,

Fraenkel, J. R. (2007). How To Evaluate Research in Education (8th ed.). New York: McGraw-Hill.

Furqan Ahmad, (2020). Applying Flash Cards To Increase Students' Vocabulary Retention: Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh

Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. The Reading Teacher, 65 (3), 172-178.

Guthrie, J. T. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. Journal of Educational Psychology, Volume 96(3), pp. 403-423.

Hotmagasi David Manihuruk, (2020). The Correlation between EFL Students' Vocabulary Knowledge and Reading Comprehension: A Case Study at the English Education Department of Universitas Kristen Indonesia: Journal of English Teaching, Volume 6 (1), February 2020

Haradhan Mohajan, (2020). Quantitative Research: A Successful Investigation in Natural and Social Sciences: Journal of Economic Development, Environment and People, Volume 9, Issue 4, 2020, pp. 52-79. Premier University, Chittagong, Bangladesh

Idola Wike Erya, Reza Pustika, (2021). Students' Perception Towards The Use Of Webtoon To Improve Reading Comprehension Skill: Journal of English Language Teaching and Learning (JELTL) Vol. 2, No. 1, June 2021, 51-56, Universitas Teknokrat Indonesia.

McKenna MC, Kear DJ, Ellsworth RA. (1995). Children's attitudes toward reading: A national survey. Reading Research Quarterly. p.934–956.

Nation, I. (2001). Learning Vocabulary in Another Language. Cambridge: Cambridge University Press.

Nair, S. M, Yusuf, N. M. & Arumugam, L. (2014). The Effect Of Using The Play Method To Enhance The Mastery among Preschool Childern. Procedia Sosial And Behavior Sciences, https://doi.org/10.1016/j.sbspro.2014.01.876

Ryan, RM.; Deci, EL. (2009). Promoting self-determined school engagement: Motivation, learning, and well-being. In: Wentzel, KR.; Wigfield, A., editors. Handbook of motivation in school. New York: Taylor Francis. p. 171-196.

Reid Smith, Pamela Snow, (2022). The Role of Background Knowledge in Reading Comprehension: A Critical Review: Reading Psychology International Journal, Volume 42, No 3, 2021.

Semenova, T. (2022). The role of learners' motivation in MOOC completion. Open Learning: The Journal of Open, Distance and e-Learning, 37(3), 273-287.cres

Seymour, S., & Walsh, L. (2006). Essentials of teaching academic reading. Boston: Houghton Mifflin Harcourt.

Siska, W. (2021). The Correlation of Students' Reading Motivation, Vocabulary Mastery, and Reading Comprehension Ability in Fourth Semester of English Department at University of Islam Malang. Thesis. University Of Islam Malang

Siti Rohma, (2020). The Influence of School-Based Management and Teacher's Professionalism toward Teacher's Performance: Journal of Social Work and Science Education Volume 1 (1) 2020.

Thi Vu Thanh Nha, (2021). Understanding Validity And Reliability From Qualitative And Quantitative Research Traditions: VNU Journal Of Foreign Studies, Vol. 37, No. 3 (2021), University of Languages and International Studies.

Tresna Hafidz Yudha, Berlinda Mandasari, (2021). The Analysis Of Game Usage For Senior High School Students To Improve Their Vocabulary Mastery: Journal of English Language Teaching and Learning (JELTL) Vol. 2, No. 2, December 2021, 74-79, Universitas Teknokrat Indonesia.

Putri Zahra Ayuningtyas, (2022). Correlational Between Quizizz As Digital Platform For Learning English Towards Reading Ability: English Language Education Teacher Training an Education Faculty, Slamet Riyadi University Surakarta.

Yusmawati, G. (2021). The Correlation Between Students' Vocabulary Mastery and Reading Comprehension: A Meta Analysis. Jurnal Bahasa Inggris Terapan Universitas Advent Indonesia, Vol. 7/ Nomor 1/ April 2021

Wigfield, A.; Eccles, JS.; Fredricks, JA.; Simpkins, S.; Roeser, RW.; Schiefele, U. (2015). Development of achievement motivation and engagement. In: Lamb, ME.; Lerner, RM.; Lamb, ME.; Lerner, RM., editors. Handbook of child psychology and developmental science. 7th. Vol. 3. Hoboken, NJ: John Wiley & Sons. p. 657-700.