

DINA DESTARI, SS., M.Pd

READING COMPREHENSION
through
INTERNET-BASED MATERIAL



EDITOR:
DRS. H.M. SAID HUSIN, MA
BAHRANI, M.Pd

READING COMPREHENSION THROUGH INTERNET-BASED MATERIAL

DINA DESTARI, Ss., M.PD

EDITOR:

DRS.H.M. SAID HUSIN, MA

BAHRANI, M.PD

PENERBIT

DIALEKTIKA

JL. SEMANGGI II NO. 05 RT.03/03 CIPUTAT

READING COMPREHENSION THROUGH INTERNET-BASED MATERIAL

Writer : Dina Destari, Ss., M.Pd
Editor : Drs.H.M. Said Husin, Ma
Bahrani, M.Pd
Layouter : Wahyudi
Published By : Dialektika
Jl. Semanggi Ii No. 05 Rt.03/03 Ciputat
ISBN : 978-97919328-4-4
XIV + 97 / 15 X 23 cm

Copyrights protected by the law. Prohibited to multiply some of or entire/all content of this book in whatever form, either through electronic and also mechanic, inclusive of photocopy, record or with the other depository system, without permission written from writer from publisher

PREFACE

READING Comprehension Through Internet-Based Material as its name suggests, is a research focuses on the issues and challenges in a range of fields in teaching material especially internet-based material to teach reading comprehension for university students.

In this mélange of topics and issues, assessment remains an area of intense fascination, such as: does teaching reading using internet-based material influence university students' reading comprehension?; does the university students' learning motivation influence their reading comprehension?; will the university students' learning motivation influence their reading comprehension?; what kinds of topics will be used in teaching reading using the internet-based material in university students'?; is there any interaction between students' learning motivation and teaching materials in students' reading comprehension?; etc.

All these and many more questions now being addressed by lecturers, researchers, and specialists can be overwhelming to the notice language lecturers, especially for reading lecturers, who is

already baffled by linguistic in English reading and a multitude of teaching materials. This book concerned on internet-based material and textbook material as the experimental variables. Besides, the teaching reading will be focused on the teaching reading to university students, the internet-based material and textbook material can be applied in teaching and learning reading to university students.

In addition, the writer believes that the most influencing factor in determining the success of the teaching and learning process in English reading is motivation. Meanwhile, the writer is also eager to find out whether there will be an interaction between types of teaching materials and students' learning motivation in teaching reading.

PURPOSE AND AUDIENCE

THIS book is aimed at finding out whether internet-based material is more effective than textbook material to teach reading comprehension; to find out whether students who have high learning motivation have better reading comprehension than those who have low motivation; and to find out whether there is an interaction between the teaching materials and students' learning motivation for teaching reading.

This research is an experimental research with ANOVA 2X2 factorial design which is related to the aims of the study. She decided to use a quasi-experimental design. The sampling which was used was cluster random sampling. The main effects are the materials of internet-based material and textbook material. The simple effect is the level of students' learning motivation. The respondents are the students of 2 classes. One class belongs to the experimental group, the class which is taught using internet-based material and the other class is the control group, the class which is taught using textbook material. To split the students' learning motivation levels, the median-split method is used. The data are collected using questionnaire

for assessing the level of learning motivation and objective test for assessing reading comprehension. The data are described using descriptive statistic in looking for mean, median, mode, and standard deviation. In requirement testing for parametric statistic, it was followed by prerequisite testing consisting of normality testing adopting Lilliefors method and homogeneity testing adopting chi-square (χ) test. The data are analyzed using multifactor (2X2) ANOVA or F-test. To find which means are significantly different from one another, the Tukey's test is used. The critical value in this test is $\alpha = 0.05$.

After the data are analyzed, it can be concluded that the group of students who are taught using internet-based material have better reading comprehension achievement than those who are taught using textbook material; the students who have high motivation have a better reading comprehension achievement than those who are taught by textbook material; and there is an interaction between the teaching materials (internet-based material and textbook material) and the level of learning motivation in teaching reading comprehension for university students. It means that the effects of teaching materials used depend on the level of learning motivation of the students.

PRINCIPLES FEATURES

NOTABLE features of this book include the following:

- explanation of what reading comprehension is, the levels of reading comprehension, micro skills and macro skills of reading comprehension, and the strategies of reading comprehension
- explanation of what internet-based material is, why it is so popular, the strengths and weaknesses of internet-based material
- explanation of what textbook material is, why it is different from internet-based material, the types of textbook, and the strengths and weaknesses of textbook
- explanation of what learning motivation is, the theory, the aspects, the types, the forms, and the functions of learning motivation
- systematic description of research methodology
- a look at the result of the research
- end-of-chapter research that focus on the conclusions, implications, and overall suggestions for the lecturers, the students performance, and also for the other researchers.

WORDS OF THANKS

ALHAMDULILLAHIRROBBIL'AALAMIIN. Praise to be Allah, SWT., the Merciful Lord, the Cherisher, and Sustainer of the world, who blesses the writer in finishing this book.

The writer is aware that it would be impossible for her to complete the research without help and encouragement from other people. Therefore, the writer gratitude extends to Dr. Ngadiso, M. Pd., Dr. H. Sujoko, MA., and Drs. Heribertus Tarjana, MA. for their highly constructive criticism, patient, guidance, understanding, attention, and time in finishing this research.

The writer offers an appreciative thank you to Dr. H. Fachrul Khozi, Lc., MA., as the Head of Pesantren Kampus (PESKAM) STAIN Samarinda, East Kalimantan, who has given the writer permission to do the study, H. Bunyamin, Lc. MA., H. Hairi Abusyairi, Lc., MA., H. Muhammad Yamin, Lc., MA., Hj. Haniah Lc., MA., Bahrani, M. Pd., and Akhmad Mahyudin, S.Pd. as the boards of directors who have facilitated and assisted the writer in conducting the study. Next, the writer would like to express her deep appreciation and sincere

thanks to the students of Class B and C at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda in the academic year of 2009/2010, for the willingness to participate in this experimental research.

In addition, her wholehearted thanks to H. Imannudin. R. and Hj. Nyoman Sri Mulatsih, as the writer's beloved parents, for their indefatigable support, understanding, love, patient, pray every night, and day to finalize the writer's research, H. Djuman Uus Hermawan and Hj. Maryani Lubis, as the writer's beloved parents-in-law, for their pray, patient, understanding, and support. As always, the embracing support, love, pray, understanding, and attention of Mukhlis Hidayat, Noura Rizqyannisa Hidayat, and Muhammad Al-Rizq Hidayat, the writer's dearest husband and children. Furthermore, the writer's beloved sisters, Deny Meyrina and Dini Apsari, the writer's fondest cousin, Wahana Indriadi, for their support, opinion, understanding, and pray. Besides, the writer's memorable impressions of such sessions in Java, where knowledge and experiences in doing the research have been especially stimulating, thanks to aunts, uncles, cousins, nieces, and nephews. The writer furthers indebted to all the writer's teachers, lectures, ustadz, ustadzah, and friends, particularly, Khotimah, Erna Adita Kusumawati, Kasing Ingan, Plunggu Diwati, Marianti Karolus Hayon, Nina Afrida, Moh. Rachmat, and Sa'dullah Muzammil who have continuously give support, motivation, and pray in doing the research. Finally, it belongs to the people who care and love the writer.

Nothing in this world is perfect. This book is still far from being perfect. The writer will accept every comment and suggestion. However, the writer hopes this book will give benefit to anyone, particularly those who concerns with internet-based material in teaching university students.

Dina Destari

August 2010

CONTENTS

PREFACE	v
PURPOSE AND AUDIENCE	vii
PRINCIPLES FEATURES	ix
WORDS OF THANKS	x
CONTENTS	xii
CHAPTER 1	
INTRODUCTION	1
Identification of the Problems	5
Limitation of the Problems	5
Statement of the Problems	6
Objectives of the Research	6
Benefits of the Research	7
CHAPTER 2	
READING COMPREHENSION	9
The Definition of Reading	9
The Purposes of Reading	9
Reading to integrate information	11
	12

Reading for general comprehension	13
The Definitions of Comprehension	13
The Definitions of Reading Comprehension	14
The Levels of Reading Comprehension	16
Micro Skills and Macro Skills of Reading Comprehension	17
Micro Skills of Reading Comprehension	17
Macro Skills of Reading Comprehension	18
The Strategies of Reading Comprehension	18
Internet-Based Material	20
The Definitions of Internet	21
The Definitions of Internet-Based Material	22
The Strengths and Weaknesses of Internet-Based Material	23
Textbook	24
The Definitions of Textbook	24
The Types of Textbook	25
The Strengths and Weaknesses of Textbook	27
Learning Motivation	30
The Definitions of Learning Motivation	30
The Theory of Motivation	33
The Aspects of Motivation	35
The Types of Motivation	35
The Forms of Motivation	37
The Functions of Motivation	38
Rationale	39
Hypothesis	42

CHAPTER 3 **43**

RESEARCH METHODOLOGY

Time and Place of the Research	43
Methods of the Research	43
Subjects of the Research	47
Population	47
Sample	48
Sampling	49
Techniques of Collecting the Data	49
Questionnaire	50
Test	51
The Validity of the Instrument	53
The Reliability of the Instrument.	55

Documentation	56
Techniques of Analyzing the Data	57
CHAPTER 4	63
THE RESULT OF THE RESEARCH	63
Data Description	63
Experimental Group (A ₁)	64
Control Group (A ₂)	67
High Learning Motivation Group (B ₁)	70
Low Learning Motivation Group (B ₂)	71
Prerequisite Testing	72
Normality Testing	72
Homogeneity Testing	75
Hypotheses Testing	76
Discussion	80
Internet-based material is more effective than textbook material to teach reading comprehension.	80
CHAPTER 5	87
CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS	
Conclusions	87
Implications	88
Suggestions	89
For the lecturers or teachers	89
For the students	89
For the other researchers	90
BIBLIOGRAPHY	91

CHAPTER 1 INTRODUCTION

ONE of the most complex things humans can do is reading. Reading is a process that requires the recognition of a symbol or set of symbols, forming a pattern that point to another set of meanings previously learned and stored in the mind. Reading is one of the activities that people do in their daily life. It is certainly not a new phenomenon. People can read anything, anytime, and anywhere. Reading can make them understand about something. It can make them know all about what happened, still happen, and will happen in their life. It could be said that reading is a way to know, to feel, and to understand about the "world". In this era, 21st century, all people in this world are reported to be able to read. They are able to read in their first languages at some basic level. They enter a great century, productive, and also educated people will require even stronger literacy abilities, including reading as one of language skills, besides, listening, speaking, and writing.

English is very useful for people to improve themselves in all

aspects, especially for the university students. English is learnt from primary school to the university level in Indonesia and it is a hard work not only for the government, but also for the teachers, parents, and the students.

In the formal education students need to master, especially reading, in order to pass the examination and to develop their communication in their daily life when they want to apply job as one of the requirements in the world of work. The fact is, in almost schools, the students' ability of English reading is very poor. Teaching and learning reading is based on the belief that teachers can teach their students to be more observant and conscious of the patterns at work as people communicate – particularly through reading – and that teachers can use what they are able to do and what they are able to see to bring them rapidly and naturally into greater literacy.

Moreover, literacy requires that one must be able to comprehend first the symbol and the underlying meaning behind the symbols. Since reading is this complex, it signals that a person is intelligent. So, for all students, reading is a developing skill with a solid understanding of the relationships between English sounds and letters. In other words, it can be said as understanding a word analysis.

In Indonesia, English is the first foreign language taught at school. Because of that fact, Indonesian learners become foreign language readers. They use their background knowledge and all elements of reading processes, such as the topic, text structure, their knowledge of the world, patient, carefulness, consciousness, habitual action, and their persistence to get the goal of reading comprehension.

English has been taught for many years in Indonesia. Nowadays, English words and expressions can be heard in almost our all of daily activities, like in electronic and printed media. However, it is no guarantee that the students have a good understanding in reading. At the same time, many students think that English is a difficult subject at school or college. Some causes that make English difficult are the teachers, situation in the class, the students' background, and materials.

The teachers sometimes use same old fashion methods and techniques to teach their students. It makes the students get bored. This condition triggers a situation that does not facilitate a good instructional activity in the classroom. Consequently, the students cannot learn well. It is not contemptible that English as a foreign language needs a good English teacher. By improving his or her way of teaching he or she shows that he or she follows the changing on the educational world.

Besides, the students' various background knowledge, social economic, motivation, and their ability also take part in influencing their English reading skill. For instance, the students belonging to a high social class and coming from an educated family, usually, concern more on English learning. In addition, a family having high economic status usually takes their children to English course to improve their English ability.

Moreover, some students find themselves difficult to understand the materials of the English subject. Some of them consider that the materials are too difficult to master. It is understandable since English is different from Indonesian. The various reading materials can make teaching and learning English reading more creative, interesting, challenging, and beneficial. In addition, improving reading skills is a must for university students today. If they have never tried to improve their reading skills, they will be surprised how much they are lacking in their reading speed and understanding what they are reading. Based on Non Commissioned Officer (NCO) Primary Leadership Subjects: Reading Comprehension, Study Methods, and Management (1997: 1-9), it is explained that in order to improve their reading skills, they need to be aware of these three important areas of reading improvement that is increasing reading comprehension, increasing reading rate, and understanding adaptability.

Before the three important things above, method or technique plays an important role in teaching reading. Therefore, the teachers are demanded to be able to choose appropriate methods or techniques to make the students competent in reading. Besides, firstly, increasing reading comprehension is the one of the important

factors in improving reading skills. Most of the students have limited ability in reading because they can read faster but they cannot understand what they read as fast as they read.

Secondly, the other important factor in improving reading skills is to increase the students reading rate. This is extremely vital for them to do their examination at school or doing test for seeking a good job in their future life that require a great deal of reading. It is obvious that a person who can read fast can get through far more paperwork than a person who reads at a slow rate.

Thirdly, comprehension is the other important factor in reading, but the real key to reading effectiveness is adaptability. Adaptability is being flexible in reading skills to accommodate the type of reading material. The students must not allow themselves to read all types of material in the same manner. To be an adaptable reader, they must adapt their speed to the reading material and discriminate in what and how they read.

In all, English as an International language is a compulsory subject in college or university. It is categorized as MKDU (Mata Kuliah Dasar Umum). As one of the English teachers at Pesantren Kampus (PEKAM) STAIN SAMARINDA, the writer observes that the first year students' motivation in reading English is low. The facts above, also happened at Pesantren Kampus (PEKAM) STAIN Samarinda, moreover, the major factor influencing this condition is that some of the students were graduated from Salafi, boarding school that still applies traditional educational system.

Most of their subject matters are related to Islamic studies because STAIN SAMARINDA is Islamic College. STAIN Samarinda is located in Samarinda as the capital city of East Kalimantan. Reading English is one of the compulsory subjects for one year, 1st and 2nd semesters. Finally, before they get their bachelor they should follow TOEFL with minimum score of 400. Unfortunately, many students at 1st and 2nd semester do not realize that they need English for three reasons, as follows: Firstly, they must get a good mark in both semesters (1st and 2nd semester); secondly, they must pass the TOEFL test as a requirement to take their bachelor; finally, they need

English to get a good job and having a good job can influence their future career and better life.

Based on the background of this research and the reason above, the writer in her research would like to discuss "The Effectiveness of Internet-Based Material to Teach Reading Comprehension Viewed from Learning Motivation. (An Experimental Study at the First Semester of Pesantren Kampus (PEKAM) STAIN SAMARINDA in the Academic Year of 2009/2010).

Identification of the Problems

Dealing with the background of the research above, the writer identifies some problems, such as: firstly, does teaching reading using internet-based material influence university students' reading comprehension?; secondly, does teaching reading using textbook influence university students' reading comprehension?; thirdly, does the university students' learning motivation influence their reading comprehension?; fourth, will the university students who have high learning motivation achieve better result when they are taught using internet-based material?; fifth, will the university students' with low learning motivation achieve better result when they are taught using textbook?; sixth, which one is better, university students who have high learning motivation or low learning motivation in their English reading comprehension?; seventh, what kinds of topics will be used in teaching reading using the internet-based material in university students?; eighth, what kinds of topics will be used in teaching reading using textbook in university students?; and lastly, is there any interaction between students' learning motivation and teaching materials in students' reading comprehension?

Limitation of the Problems

Since there are several problems that emerge on the identification of the problems above, the writer is concerned only with some of the problems stated in the identification of the problems. This limitation, however, is taken because of some factors as follows:

- The writer does not have the ability to investigate all of the problems thoroughly.

Time allotment and financial allocation are also limited.

This study is limited to some related variables. The writer's problems are only focused on internet-based material and textbook material as the experimental variables. Besides, the teaching reading will be concentrated on the teaching reading to university students, in this case for Pesantren Kampus (PEKAM) STAIN Samarinda. In Pesantren Kampus (PEKAM) Samarinda, the internet-based material and textbook material can be applied in teaching and learning reading to university students.

In addition, the writer believes that the most influencing factor in determining the success of the teaching and learning process in English reading at the first semester of Pesanten Kampus (Peskam) STAIN Samarinda is motivation. Meanwhile, the writer is also eager to find out whether there will be an interaction between types of teaching materials and students' learning motivation in teaching reading.

Statement of the Problems

From the background of the research, limitation of the problems, and problems identification, the writer formulates the problems of this study as follows: first, is internet-based material more effective than textbook material to improve students' reading comprehension achievement?; second, do students who have high learning motivation have better reading comprehension achievement than those who have low learning motivation?; and last, is there any interaction between teaching materials and students' learning motivation?.

Objectives of the Research

Generally, the objectives of this research are connected to the formulation of the problems. This study is aimed at knowing the influence of the internet-based material, textbook, and students' learning motivation in terms of the students' reading comprehension.

The objectives of this research in detail are: first, to find out whether internet-based material is more effective than textbook material to teach reading comprehension; second, to find out whether

students who have high learning motivation have better reading comprehension than those who have low learning motivation; and last, to find out whether there is an interaction between teaching materials and students' learning motivation. Internet-based material is better used for students having high learning motivation.

Benefits of the Research

The benefits of this research are as follows: theoretically, this study can support the theories on teaching English reading as a foreign language; and practically, the result of this study will be useful to:

1. Other lectures. This research will give information to other lecturers about the university students' learning motivation (low and high) in reading comprehension through internet-based material and textbook. Secondly, this research enables other English lecturers to create and explore some varieties of reading materials in their textbook and internet as an electronic media for their university students. It will make reading activities more interesting, faster, creative, innovative, and always up to date. Finally, this research shows to other lecturers that, as English lecturers, they should improve their teaching quality to make their class have a greater interest, motivation, joy, awareness, and fruitful journey to explore their own teaching experience, especially reading.
2. University students. This research enables them to study reading not only from the textbook but also from the internet. They have different experience in their reading process in class through this study. Furthermore, internet-based material can help the students develop their motivation, creativity, critical thinking, and avoid boredom. So, they can improve their reading comprehension.
3. The institution. This research can be used for STAIN Samarinda, especially for Pesantren Kampus (PEKAM) STAIN Samarinda because it provides valuable information for the improvement of teaching reading through internet-based material and

textbook.

4. Other researchers. This research can be a reference for further similar studies.
5. The writer. This research can improve and give her a new experience, build brand-new schemata, and knowledge on teaching and learning process. It is functioned as the measurement whether or not she can practice and apply all of the theoretical knowledge to a real class of her own. Besides, it also gives her knowledge of personality, persistence, and patience.

CHAPTER 2

THIS chapter will discuss theoretical description that consists of reading comprehension, internet-based material, textbook, and learning motivation. Next, the writer will discuss rationale based on the reviewed theories to propose the basic assumption. Eventually, based on the rationale, the writer proposes the hypotheses of this research.

Reading Comprehension

In this section, there are several parts might to discuss, such as the definition of reading; the purposes of reading; the definitions of comprehension; the definitions of reading comprehension; the levels of reading comprehension; micro skills and macro skills of reading comprehension; and also the strategies of reading comprehension.

The Definition of Reading

The definitions of reading in education field are actually quite complex, so, a major goal for this book is to promote greater internet-based material in reading comprehension for university students.

Here are some definitions of reading based on some experts

Williams (1984: 2) defines reading as a process whereby one looks at and understand what has been read. The key word here is 'understand' – merely reading aloud without understanding does not count as reading.

Urguhart (1998:15) states that reading involves processing languages messages. Furthermore, he also defines that reading is a process of receiving and interpreting information encoded in language via the medium of print (1998: 22).

Nuttal (in Aebersold and Field, 1997: 5) explains that reading is like an infectious disease: it is caught not taught. (And you cannot catch it from someone who hasn't got it ...).

De Boer and Dallman (1964: 17) state that reading is a process of activity as follows:

Reading is a much more complex process. We know that effective reading involves all of the higher mental process. It involves recall, reasoning, evaluation, imagining, organizing, applying, and problem solving. Good reading requires good thinking We shall think of reading as an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.

From the explanation above it can be concluded that reading is not only looking at, receiving the text, and understanding the information from the text but also an activity to get the comprehension and interpretation from the ideas in written or printed.

Rumelhart (1994: 864) states that reading is the process of understanding written language. It begins with a flutter of patterns on the retina and ends (when successful) with a definite idea about the author's intended message. Thus, reading is at once a "perceptual" and a "cognitive" process.

Further, Aebersold and Field (1997: 15) define reading as follows:

In a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading. Granted, the meaning the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey.

In line with Rumelhart, Aebersold, and Field, Grabe and Stoller propose the reading as the ability to draw meaning from the printed materials. They explain that it also highlights that how to draw meaning from a text and interpret this meaning varies in line with the second language (L2) proficiency of the reader (2002: 9-10).

From those definitions of reading, it can be concluded that reading is a perceptual and cognitive process. In reading, the reader has a purpose of perceiving a written text in order to interpret and understand its meaning. Besides, reading is a process of understanding what has been read including receiving and interpreting information. So, reading is a complex process that would be undergone until one can interpret the idea of what he has read without changing the meaning.

The Purposes of Reading

Grabe and Stoller (2002: 12-15) believe that there are several purposes of reading that can be classified under several main headings. Based on both of them, the purposes of reading are:

- **Reading to search for simple information**

Reading to search for simple information is a common reading ability, though some researchers see it as relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. The readers scan the text for a specific piece of information or a specific word. As an example, people usually search through a telephone directory to find key information, either an address or a phone number. In prose texts, the reader sometimes slow

down to process the meaning of a sentence or two in search of clues that might indicate the right page, section, or chapter.

- **Reading to skim quickly**

Similarly, reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

- **Reading to learn from texts**

It occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
2. Recognize and build rhetorical frames that organize the information in the text.
3. Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

- **Reading to integrate information**

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being

read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

- **Reading to write (or search for information needed for writing) and critique texts**

It may be task variants of reading to integrate information. It requires abilities to compose, select, and critique information from a text. Reading to write and reading to critique texts purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

- **Reading for general comprehension**

Two notions of general reading comprehension, that is first, it is the most basic purpose for reading, underlying, and supporting most other purposes for reading. Second, reading for general comprehension is actually more complex than commonly assumed. It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains when accomplished by a skilled fluent reader.

The writer, in this case, only focuses on the reading for general comprehension. It is more complex process so that it is suitable used to university's students.

The Definitions of Comprehension

Comprehension is the ability to understand what you see or hear. Wikipedia, the free encyclopedia (2009) explains that comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the readers mind (<http://www.wikipedia.org/wiki/comprehension.meaning>).

In addition, it is stated on the free online dictionary, Thesaurus (2009) that comprehension covers:

- The act or fact of grasping the meaning, nature, or importance of; understanding; and the knowledge that is acquired in this way.

- Capacity to include.
- Logic: the sum of meanings and corresponding implications inherent in a term.

Furthermore, it is also stated in Encyclopedia (2009) that comprehension also includes:

- Comprehension – an ability to understand the meaning or importance of something (or the knowledge acquired as a result); "how you can do that is beyond your comprehension"; "he was famous for his comprehension of American literature."

Discernment, savvy, understanding, apprehension - the cognitive condition of someone who understands; "he has virtually no understanding of social cause and effect."

Incomprehension - an inability to understand; "his incomprehension of the consequences."

- Comprehension - the relation of comprising something; "he admired the inclusion of so many ideas in such a short work."

Inclusion

Involvement - a connection of inclusion or containment; "he escaped involvement in the accident"; "there was additional involvement of the liver and spleen" (<http://www.thefreedictionary.com/comprehension.htm>).

From the definition above it can be concluded that comprehension is a process of creativity and personal activity involving individual mental process which comes from the awareness of the readers themselves in order to understand deeper the text as the writer's message and also the capacity of the mind to perceive and understand; the power, act, or process of grasping with the intellect; perception; and understanding of a text.

The Definitions of Reading Comprehension

Grabe and Stoller (2002: 29) in their book *Teaching and Researching Reading* state as follows:

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that make comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many processes described here all occur in working memory, and they happen very quickly unless there are comprehension problems.

Wikipedia, the free encyclopedia explains two definition of reading comprehension, as follows:

- Reading comprehension – techniques for improving students' success in extracting useful knowledge from text.
- Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text (<http://www.wikipedia.org/wiki/comprehension.meaning>).

Furthermore, Google's glossary (2009) shows that reading comprehension also has two definitions, as follows:

- Reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is "construction process" because it involves all the elements of the reading process working together as a text to create a representation of the text in the reader's mind.
- Reading comprehension can be defined as the level of understanding of a passage or text (http://www.google.com/search?hl=en&q=define:Reading+comprehension&sa=X&oi=glossary_definition&ct=title).

Dickman in his journal in *English Teaching Forum* (2007) states that the meaning of reading comprehension is the reader's effort and mental to understand a text that is read or the process of constructing meaning from a text. There are some elements of reading process and it must be working together from a text to create a representation of the text in the reader's mind (http://www.specialreadingcomprehension.au.edu/EnglishTeachingForum/volumeIIIjournals_universitystudents/Read_Read/TRC/htm).

In line with some definitions above, Aebersold and Field (2000:

15) also argue that the processes of comprehending, then, involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Furthermore, they state that the process of comprehending a text is not so exact since reading is a personal activity. It means that reading comprehension differs from one reader to another reader.

From the definition above, it can be concluded that reading comprehension is an interactive process involving the readers, the text, and the activity or purpose for reading. It is a process of comprehending a text or passage, such as decoding the writer's words and using background knowledge to construct an approximately understanding of the writer's message. In this process, the reader's effort and mental is in order to understand a text that is read or the process of constructing meaning from a text. Reading comprehension is also called as a process of constructing i.e., constructing process and constructing meaning. Moreover, reading comprehension differs from one reader to another reader in understanding the text and creating a representation of the text in the reader's mind.

The Levels of Reading Comprehension

Crawford (2000: 38) in his articles Teaching Reading Comprehension for Industrial Students states that there are three different levels of thinking applied to reading comprehension, namely literal, inferential, and critical comprehension. First, literal comprehension refers to noting and relating details, looking for context clues, identifying text patterns, and development. At this level, teachers can ask some questions such as distinguishing relevant from irrelevant points, using clues to understand meanings of words, finding the fact, finding the general information, and guessing the meaning of unfamiliar words.

Inferential comprehension refers to drawing conclusions and predicting outcome based on information in the text, e.g. guessing motivation of a character in a text using the dialogue or description; generalizing ideas presented in the text, identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Critical comprehension refers to distinguishing facts from opinions and evaluating tone, implications, and propaganda tools, e.g. questioning claims made by the author, analyzing, evaluating, expressing opinions about ideas in the text, interpreting the meaning based on the context, and making judgment (<http://www.ccreadnet.edu/journal/Level/Of/Reading/Comprehension/process.shtml#teaching15%university.html>).

The writer concerns on the all levels of reading comprehension because the reading comprehension itself is a complex process that should be undergone by the students from the beginning until the end.

Micro Skills and Macro Skills of Reading Comprehension

Brown in his book Language Assessment: Principles and Classroom Practices (2004: 187-188) states that aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro- and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

Micro Skills of Reading Comprehension

There are seven micro skills in reading comprehension as follows:

- Discriminate among the distinctive graphemes and orthographic patterns of English.
- Retain chunks of language of different lengths in short-term memory.
- Process writing at an efficient rate of speed to suit the purpose.
- Recognize a core of words, and interpret word order patterns and their significance.
- Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules,

and elliptical forms.

- Recognize that a particular meaning may be expressed in different grammatical forms.
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro Skills of Reading Comprehension

Macro skills also have seven ways in reading comprehension. They are:

- Recognize the rhetorical forms of written discourse and their significance for interpretation.
- Recognize the communicative functions of written texts, according to form and purpose.
- Infer context that is not explicit by using background knowledge.
- From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meanings.
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The Strategies of Reading Comprehension

Brown (2004: 188-189) also states as follows:

The assessment of reading can imply the assessment of a storehouse of reading strategies, as indicated in macro skills' item

number 7. Aside from simply testing the ultimate achievement of comprehension of a written text, it may be important in some contexts to assess one or more of a storehouse of classic reading strategies. The brief taxonomy of strategies below is a list of possible assessment criteria.

He mentions some principles strategies for reading comprehension as follow:

- Identify your purpose in reading a text.
- Apply spelling rules and conventions for bottom-up decoding.
- Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- Guess at meaning (of words, idioms, etc.) when you are not certain.
- Skim the text for the gist and for main ideas.
- Scan the text for specific information (names, dates, key words).
- Use silent reading techniques for rapid processing.
- Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- Distinguish between literal and implied meanings.
- Capitalize on discourse markers to process relationships.

Many experts define theories on reading comprehension. Synthesizing from the explanations above, the writer constructs her own theory of reading comprehension in her study. Reading comprehension involves instructional techniques and activities that are scientifically valid, moving from how to assess reading comprehension to teach students how to flexibly and effectively use multiple comprehension strategies. Furthermore, reading comprehension is important in reaching the goal of reading. To come into the goal, reading comprehension passes through three different levels of thinking that is literal, inferential, and critical

comprehension that can be applied to reading comprehension in university. Literal comprehension includes: finding the fact, finding the general information, and guessing the meaning of unfamiliar words. Meanwhile, inferential comprehension involves: identifying the main idea, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information. In addition, critical comprehension includes: interpreting, analyzing, evaluating the meaning based on the context, and also making judgment.

Internet-Based Material

There are several parts might to discuss in this section, such as the definition of internet; the definitions of internet-based material; and finally, the strengths and weaknesses of internet-based material.

Internet-based material is one of the popular educational techniques in teaching and learning process. The Free Dictionary (2009) shows that technique is (1) the systematic procedure by which a complex or scientific task is accomplish; (2) the way in which the fundamentals, as of an artistic work, are handled; and (3) skill or command in handling such fundamentals.

Anthony in Richards and Rodgers (2001: 19) state that "... A technique is implementation – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well." Furthermore, in *Humanizing Language Teaching Journal* (2007: 1-2), Selami Aydin explains that as a technique in teaching and learning process, internet-based material has an important role and great potential in educational life. It is also used specifically and widely in second language learning all over the world (<http://www.hlomag.co.uk/jan07/start02.htm>).

Extracting from the explanation above, the writer assumes that technique is an artistic work, systematic procedure as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It also needs to know, technique is placed on the class activities by which procedures are described. That is why the internet-

based material teaching is called as a technique even though the internet use in second and foreign language learning has brought certain advantages and disadvantages. However, before discussing its advantages and disadvantages, it is a must to explain the definition of internet.

The Definitions of Internet

Internet is a network of people and information, linked together by telephone lines which are connected to computers (Teeler and Gray, 2001: 1).

It is stated in Development Teach Target Forum (2005) that the internet sometimes called simply "the Net," is a worldwide system of computer networks - a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). It was conceived by the Advanced Research Projects Agency (ARPA) of the U.S. government in 1969 and was first known as the ARPANET. The original aim was to create a network that would allow users of a research computer at one university to be able to "talk to" research computers at other universities (<http://searchdevelopment.teachtarget.com/sDefinition/0,sid8g ci212370,00.html>).

In addition, "The Federal Networking Council (FNC) agrees that the following language reflects the definition of the term "Internet" (2007). "Internet" refers to the global information system that: (i) is logically linked together by a globally unique address space based on the Internet Protocol (IP) or its subsequent extensions/follow-on; (ii) is able to support communications using the Transmission Control Protocol/Internet Protocol (TCP/IP) suite or its subsequent extensions/follow-on, and/or other IP-compatible protocols; and (iii) provides, uses or makes accessible, either publicly or privately, high level services layered on the communications and related infrastructure described herein" (http://www.nitrd.gov/fnc/Internet_res.html).

In addition, from Wikipedia, the free encyclopedia (2009) states that definition of the internet is a global system of interconnected

computer networks that use the standardized Internet Protocol Suite (TCP/IP). It is a network of networks that consists of millions of private and public, academic, business, and government networks of local to global scope that are linked by copper wires, fiber-optic cables, wireless connections, and other technologies (<http://en.wikipedia.org/wiki/Internet>).

Considering the explanation above, the writer assumes that internet is a famous modern tool that can be used as a source of study in this technology era. It is also latest search engines which allow people to track down the most obscure information. Moreover, people can download material, exchange information over the net through the use of e-mail and upload their own information. Many kinds of professions or jobs can use it as a network of people and information. In addition, a professional teacher is a well-versed and also very rewarding use of this potential exchange. Students feel happy, proud, and motivated to see their work published on the internet.

The Definitions of Internet-Based Material

Internet-based material as stated by Somekh (1998) is a learning material taken from various sources in the internet that are given to the students as an innovative learning and it can be considered as a part of teacher professionalism besides the use of the internet shows that the teacher is still up to date (http://www.cti.co.uk/publ/actlea/internet_based_material/homuel.uk./cbl.htm).

Moreover, Tait (1997) postulates that computer technology has made a substantial contribution to higher education, during the present century, and internet technology promises to become even more pervasive in the next one. The emphasis will probably continue to shift from Computer-Based Learning (CBL), and its related methods, such as Computer Assisted Instruction (CAI), to Internet Based Learning (IBL), and its corresponding variants.

He also explains that an extension of internet-based material which the sources can be found from the internet in which the learner has access to global rather than local materials. These take the form

of data files on an intranet, or the internet, that can be accessed from the campus or from a more distant location. The internet materials cover a wide range of reading, watching, or listening to the news is one way of knowing what may affect them, what may fulfill their curiosity i.e., the subjects and views, and are quite suitable for exploratory learning but, to be integrated into a taught course, they have to be presented as an information structure that is compatible with constructivist learning (<http://homepages.uel.ac.uk/W.H.Tait/Internet-Based-Learning-and-materials/Cibhttp://l.htm>).

From the ideas above, it can be concluded that internet-based material is material coming from the net which the learners have access to global rather than local materials. Besides, the data files from the Internet can be accessed from the campus or from a more distant location.

The Strengths and Weaknesses of Internet-Based Material

There are several strengths in using the internet-based material, as follows:

- Vast unlimited resources.
- Exciting opportunities for communication projects.
- A growing, evolving medium.
- Highly motivating.
- Classroom expanding potential.
- Combines well with all other ICT applications for English.
- Generates language uses that are, in themselves, fascinating to study (<http://www.scribd.com/doc/7802435/Strength-Weakness-Of-Internet-Based-Material>).

In the same source, the internet-based material also has several weaknesses as follows:

- Access can sometimes be limited to one node in the school, although with the advent of broadband and wireless networks, this picture is changing rapidly.

- Contains unsuitable material, so care has to be exercised.
- Surfing – is it a waste of time?
- Material needs to be well managed – requiring, saving, follow-up, and storing work becomes a real issue.

Textbook

This part explores the definitions of textbook, the types of textbook, the strengths and weakness of textbook, and also a table that shows the main differences between internet-based material and textbook material.

The Definitions of Textbook

One of the factors in learning process is a textbook. Textbook has an important role in teaching and learning process. Textbook becomes the main source of guidance for teachers and students. The textbook is made to achieve the learning objective.

Richards (2001: 163) states that text-based teaching is built around texts and samples of extended discourse. It means that it involves mainly on the used only material in the teaching and learning process. Besides, Nunan (1993: 124) explains that text as the written record of communicative which conveys a complete message.

Brown (2001: 136) states that the most obvious and common form of material supporting for language instruction is in textbook. Another opinion is also proposed by Ornstein and Lasley, II (2000: 229). They explain that textbook is an acceptable tool for instruction as long as it is selected with care and is kept in proper perspective so that it is not viewed as the only source of knowledge and it does not turn into the curriculum.

Richards and Rodgers (2001: 44) state that a textbook contains tightly organized lessons planned around different grammatical structures. Besides, Pitmann (1963: 176) states that the textbook should be used "only as a guide to the learning process." The teacher is expected to be the master of his textbook (Richards and Rodgers, 1997: 44).

From the definition above, it can be concluded that textbook is a printed media of text as a discourse, a media, instructional or standard book of any branch of study. It is usually published by many publishers to every request for an understanding of every subject that can be taught. It is designed and created based on the curriculum. Moreover, it is the main source of guidance for students and teacher during the learning and teaching process in the classroom.

The Types of Textbook

Aebersold and Field (1997: 63) in their book *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, the types of textbook are defined as follows:

- **Intensive reading textbook.**

Intensive reading textbook focuses entirely on building reading comprehension abilities through reading texts from the book and completing exercises. Several exercises will accompany each text, some focusing on reading skills, some on vocabulary, and perhaps some with other objectives. The objectives are addresses within the confines of the textbook.

1) Informational.

It consists of two types. They are:

- a) **Variety.** This type uses predominantly informational reading texts covering a variety of topics and a variety of text types, including both formal and informal writing. For instance of text types include text book excerpts, newspaper and magazine articles, pamphlets, schedules, notes, transcripts of conversations.
- b) **Content-based.** This type of textbook strives to teach not only reading skills but content information as well. Generally, the exercises in these types of textbook focus on building content knowledge and perhaps on developing reading comprehension skills.

2) Story or narrative.

It includes a variety of topics, although a textbook may specialize in a particular type of story reading, such as story, mystery, and American short story. Furthermore, the main difference among these text books is whether the language of the text is authentic or modified.

- a) **Authentic.** It is generally a collection of literary works without modifications to the text. It contains exercises that focus on the main events and the significance of the story. It may also contain exercises that (1) build knowledge of the components of literary texts and criticism and (2) focus on aiding readers to comprehend any special language features of that text, such as dialect, euphemisms, double entendres, and cultural references.
- b) **Modified.** This type of story or narrative textbook is written in language that differs to some degree from that of the educated native speaker. At this level of language, story or narrative text-book usually contain several exercises aimed at developing language in addition to those aimed at promoting comprehension of the main events in the story. Readers are a term frequently applied to this type of textbook.

- **Extensive reading textbook.**

This type aims to improve reading abilities by having students read large quantities of texts outside of the reading textbook and report on them in some way. These books usually have several presentation of (a) what types of texts exist in the real world to be read; (b) how to do the types of activities that readers can use to report on the outside texts that they read (summary, reaction, oral report, written report, etc.), and perhaps (c) what strategies readers might use to gain some degree of comprehension of those outside texts.

- **Reading skills textbook.**

In this type, the aim is to improve reading abilities by focusing on the development of various reading strategies, such as skimming, scanning, finding main ideas of the paragraph, inferencing, and

summarizing. Moreover, the book chapters or sections are clearly marked as to which reading strategy they practice. There are several short texts in each chapter or section to practice a particular skill. Answers are frequently provided somewhere in the book.

- **Integrated skills and series textbook.**

The integrated skills and series textbooks aim to teach language by using reading, speaking, listening, and writing skills. Reading skill practice may be limited to having readers answer some questions on the text. These textbook are frequently found at the beginning and intermediate levels of L2 or FL readers. In addition, integrated books can form a series. Series books, as the name suggests, are a set of integrated skill books that progress in difficulty. Each level attempts to move all skills along simultaneously by presenting new skills and reviewing previously presented skills.

The Strengths and Weaknesses of Textbook

Richards (2001: 254-255) states that the advantages of textbook used in teaching and learning activities from the teachers' point of view can be seen as follows:

- Textbook provides structure and a syllabus for a program.
- Textbook helps standardize instruction.
- Textbook maintains quality.
- Textbook provides variety of learning resources.
- Textbook is efficient.
- Textbook provides effective language models and input.
- Textbook can train teachers.
- Textbook is visually appealing.

In addition, Ornstein and Lasley, II in their book *Strategies for Effective Teaching* (2000: 229) explain that textbook has many advantages, that is:

- A textbook provides an outline that the teacher can uses in

planning courses, units, and lessons;

- A textbook summarizes a great deal of pertinent information;
- A textbook enables the students to take home in convenient form most of the material they need to learn for the course;
- A textbook provides a common resource for all students to follow;
- A textbook provides the teacher with ideas regarding the organization of information and activities;
- A textbook includes pictures, graphs, maps, and other illustrative material that facilitates understanding;
- A textbook includes other teaching aids, such as summaries and review questions; and
- A textbook relieves the teacher of having to prepare material for the course, thus allowing more time to prepare the lesson.

Besides, the strengths that textbook has, it also has weaknesses. They are:

- In many classes the textbook becomes the only point of view in the course. In effect, the course is based on the theories and biases of the author of the text. Even though the author might try to maintain objectivity, what is selected, what is omitted, and how the discussion is slanted reflect the author's views.
- Even the accuracy of a lot of textbook content is questionable. Teachers need to be critical consumers of textbook content.
- To have wide application, and to increase potential sales, textbook tends to be general, noncontroversial, and bland. They are usually written for a national audience, so they do not consider local issues or community problems. Because they are geared for the greatest number of "average" students, they might not meet the needs and interests of any particular group of students. Moreover, issues, topics, and data that might upset potential audiences or interest groups are omitted or

oversimplified.

- Textbook has been reduced in complexity in order to make them more marketable.
- Textbook summarizes large quantities of data so that they tend to be general, superficial, and can discourage conceptual thinking, critical analysis, and evaluation.
- New textbook often claim to reflect current "best practice" about organizing content so that students can learn the material more effectively, nonetheless, a number of books do not live up their claims (Ornstein and Lasley, II (2000: 228).

In addition, a textbook has the potential disadvantages as follows:

- Textbook contains inauthentic language.
- Textbook may distort content.
- Textbook may not reflect students' need.
- Textbook may deskill teachers (Richards, 2000: 255).

Next, another point after the explanation above, it will be better to shows in a table what the main differences between internet-based material and textbook material is:

Table 1. The Main Differences between Internet-Based Material and Textbook Material

No.	Aspects	Internet-Based Material	Textbook Material
1.	Source	Internet	Books
2.	Time	Long time	Efficient
3.	Theme	More interesting	Tends to be the same
4.	Orientation	High motivation	Low motivation
5.	Range	Unlimited	Limited
6.	Effect	Give more stimulation to the students	Give less stimulation to the students

7.	Student's Attitude	More positive	Less positive
8.	Teacher's Preparation	More preparation	Less preparation
9.	Completion (Summaries and Review Questions)	Does not exist	Exist
10.	Planning Courses	Not provided	Provided

Learning Motivation

The last discussion in this chapter is learning motivation. Some topics like the definitions of learning motivation, Maslow's theory, the aspects of motivation, the types of motivation, the forms of motivation, and the functions of motivation are going to describe below.

The Definitions of Learning Motivation

Motivation is one of the most influencing factors in learning English. Boekaerts (2002: 6) in her book *Motivation to Learn* define as follows:

In the last forty years, researchers have studied student motivation and have learned a great deal about (1) what moves students to learn and the quantity and quality of the effort they invest; (2) what choices students make; (3) what makes them persist in the face of hardship; (4) how student motivation is affected by teacher practices and peer behavior; (5) how motivation develops; (6) how the school environment affects it. Most of the motivation research focused on well-adjusted students who are successful in school. However, successful students differ from their less-successful peers in many ways. For example, they often have clear ideas of what they want and do not want to achieve in life. Moreover, they perceive many learning settings as supportive of their own wishes, goals and needs, and react positively to the teacher's motivational practices.

Furthermore, Collins English Dictionary and Thesaurus (2009) in http://reversodictionary/Collins_Dictionary_Thesaurus?_

MOTIVATION.htm shows the definitions of motivation are the following:

- The act or an instance of motivating;
- Desire to do; interest or drive;
- Incentive or inducement;
- (Psychol) the process that arouses, sustains, and regulates human and animal behavior.

Brown (2000: 160) says that motivation is the most frequently used catch-all term for explaining the success or failure of virtually any complex task. Moreover, Brown (2000: 162) defines motivation as something that can, like self-esteem, be global, situational, or task oriented. Another opinion about motivation is coming from Beck (1990: 28). He defines that motivation is a psychological aspect dealing with behavior differences among individual from time to time. It is a process to push someone to act based on a certain objective.

Besides, Roestiyah explains that motivation can be effective and efficient to the students provided the teacher really understands "5W". Firstly, what is meant by motivation. It is a kind of spirit from the teacher to the students so that they can do something to achieve the goal. Secondly, why students need to be motivated. The teacher needs to motivate the students in order that they can reach their goal. Thirdly, who motivates means that it can be anyone to motivate the students. Fourthly, when we motivate the students, actually, we can motivate others anytime. Lastly, where we motivate the students, it means it will be better for them to be motivated in schools (1986: 90).

Henson and Eller (1997: 371) in *Educational Psychology for Effective Teaching* explain that motivation is a way of explaining how people aroused by an event, how they direct their behavior toward the event, and how they sustain that behavior for lengths of time. In other words, motivation deals with why individuals get interested and react to those that get their attention. Motivational beliefs help

students from an intention to learn. Moreover, they also explain that individuals who are very interested and pay particular attention to certain events will involve whole-heartedly in those events and if they do so they will have an intention to learn more and more. Students can be motivated to perform well because of factors such as interest, curiosity, the need to obtain information or solve a problem, or the desire to understand.

Elliot, et al. (2000: 332) in *Educational Psychology: Effective Teaching, Effective Learning*, define motivation as internal state that arouses us to action, pushes us in particular directions and keeps us engaged in certain activities. They also state that motivation is an important psychological construct that affects learning and performance in at least four ways. They are:

- Motivation increases an individual's energy and activity level (Pintrich, Marx, & Boyle, 1993). It influences the extent to which an individual is likely to engage in a certain activity intensively or half heartedly.
- Motivation directs an individual toward certain goals (Eccles & Wigfield, 1985). Motivation affects choices people make and the results they find rewarding.
- Motivation promotes initiation of certain activities and persistence in those activities (Stipek, 1998). It increases the likelihood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption.
- Motivation affects the learning strategies and cognitive process an individual employ (Dweck & Elliot, 1983). It increases the likelihood that people will pay attention to something, study, and practices it, and tries to learn it in a meaningful fashion. It also increases the likelihood that they will seek help when they encounter difficulty.

Meanwhile, Wahyuni (2008: 60) propounds that there are three key factors that lead to construct the definition of learning motivation. The key factors are: firstly, motivation is a state of either cognitive

or emotion; secondly, motivation leads to real action through intellectual and/or physical effort; and lastly, motivation is intended to reach out or seek the goal that has been set up previously before learning process is started.

In addition, she (2008: 60-61) also defines as follows:

... as a state of either cognitive capturing knowing the goal of learning, having inconsistencies between prior knowledge and the subject will be studied, and having self-determination and self control on subject will be studied, or affective capturing having expectation on the subject will be studied, having curiosity of something new, and having interest on the subject will be studied, that leads to real action to reach out or to seek goal that has been set up previously before learning process is started through intellectual and/or physical efforts.

Seeing the explanation above, the writer assumes that learning motivation is an internal process to make a person moves to a goal. Motivation, like intelligence, cannot be directly observed. Motivation can only be inferred by noting a person's behavior, a type of movement as a part of process of taught, desire, emotion, need, interest, curiosity, and psychology aspects. In reading process, motivation means all of the energy and a mental power happening as a way of how people or individuals move their behavior to reach their goal, that is get the ideas, strategies, and message from the author. In short, the readers try their best to get the meaning of a text as the readers' creativity.

The Theory of Motivation

Bhaskarsharif (2007: 1-8) proposes that no single theory can account for all aspects of biological motivation, but each of the major approaches contributes something to our understanding of motivation, so we need to understand their strengths and weaknesses.

He explains Abraham Maslow's "Need Hierarchy Theory" as one of the most widely mentioned theories of motivation is the hierarchy of needs theory put forth by psychologist Abraham Maslow. Maslow

saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator.

Furthermore, Maslow in his theory describes as follows:

- **Physiological needs:**

These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs were satisfied to a degree to maintain life, no other motivating factors can work.

- **Security or Safety needs:**

These are the needs to be free of physical danger and of the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm.

- **Social needs:**

Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship.

- **Esteem needs:**

According to Maslow, once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfaction as power, prestige status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as states, recognition and attention.

- **Need for self-actualization:**

Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential, and self-fulfillment. It is to maximize one's potential and to accomplish something (<http://www.oppapers.com/>

essays/Theories-Motivations/104762).

The Aspects of Motivation

There are two aspects of motivation stated by Hamalik, they are: intrinsic and extrinsic motivation (2003:112). Intrinsic motivation is called as pure motivation, real motivation, or sound motivation. This motivation comes from the students' needs to achieve certain goals, whereas, extrinsic motivation comes from factors outside the learning and teaching situation like marks, prize, or rewards.

Paya in his article What is Motivation (2003: 2) explains the aspects of motivation as follows:

- The intrinsic motivation is the motivation to act for the sake of the activity alone. For example: people have intrinsic motivation to write poetry, if they do it simply because they enjoy it.
- The extrinsic motivation, on the other hand, is the motivation to act for external rewards. For example: people have extrinsic motivation to write if they do so in the hope of getting published, being famous, or making money.
- The both or incentives motivation is an incentive is an environmental stimulus that pulls people to act in a particular way. Getting an A on an exam to be an incentive that pulls a student toward studying (<http://homepages.socialpsychology.ac.uk/Frasisco.R.Paya/What-Is-Motivation/distance.htm>).

In line with Paya and Hamalik, Elliot in Educational Psychology: Effective Teaching Effective Learning explains intrinsic or internally motivation means the desire to learn coming from students themselves without the need for external inducement. Obviously, intrinsic or internally motivation is an ideal state because it can result in considerable learning and a minimum of discipline problems, whereas, extrinsic motivation means the desire to learn coming from rewards and external inducement (2000: 333).

The Types of Motivation

There are seven types of motivation stated by Ken Shah and Param J. Shah (2008), as follows:

- **Achievement Motivation**

It is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success. Here, accomplishment is important for its own sake and not for the rewards that accompany it. It is similar to 'Kaizen' approach of Japanese Management.

- **Affiliation Motivation**

It is a drive to relate to people on a social basis. Persons with affiliation motivation perform work better when they are complimented for their favorable attitudes and co-operation.

- **Competence Motivation**

It is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek job mastery, take pride in developing and using their problem-solving skills and strive to be creative when confronted with obstacles. They learn from their experience.

- **Power Motivation**

It is the drive to influence people and change situations. Power motivated people wish to create an impact on their organization and are willing to take risks to do so.

- **Attitude Motivation**

Attitude motivation is how people think and feel. It is their self confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the past.

- **Incentive Motivation**

It is where a person or a team reaps a reward from an activity. It is "You do this and you get that", attitude. It is the types of awards and prizes that drive people to work a little harder.

- **Fear Motivation**

Fear motivation coerces a person to act against will. It is

instantaneous and gets the job done quickly. It is helpful in the short run (<http://www.laynetworks.com/Theories-of-Motivation.html>).

The Forms of Motivation

There are ten forms of motivation to stimulate students' motivation as follows:

- a. **Mark**

Mark is important because it symbolized students' learning activities. A good mark is usually a strong motivation to the students. It obtains the higher motivation the students' possess.

- b. **Reward**

Reward is useful to motivate students. However, it does not work for some students.

- c. **Competition**

Competition can trigger students to learn English in order to get a good result in their study. They can realize their weakness and strength in English.

- d. **Ego-Involvement**

Ego-involvement makes the students realize how important their duty or their assignment is. They can do it well, they will be proud of it. It will make the students motivated to do better.

- e. **Test**

Usually, the students will study more when they will face a test.

- f. **Knowing the Result**

Knowing the result of the students' study will be motivated to improve their study, in this case their reading comprehension.

- g. **Praise**

Praise is one of an effective and positive reinforcement to motivate and improve students' spirit, energy, and awareness in

learning English

h. Punishment

Punishment can be effective to motivate the students if the teachers understand the principles in giving it to their students. Besides, it can be said as a negative reinforcement if the teachers do not understand how to use it in order to motivate and improve the students' self-esteem.

i. Interest

There are four things that can be done to evolve interest as follows.

- 1) Triggering needs
- 2) Relating interest to the students' prior knowledge
- 3) Giving opportunities to obtain a good result
- 4) Applying a various teaching techniques

j. Goals

If the students understanding the goals clearly, they will be triggered to study continuously to achieve the goals, in this case, their English reading comprehension (Sardiman, 1994: 91).

The Functions of Motivation

Sardiman (1994: 85) explains that there are three functions of motivation as follows.

- **An impetus**

Motivation as an impetus means it triggers students to take their actions to achieve the goals.

- **A guide**

Motivation as a guide means it shows a direction toward the goal which the students want to achieve.

- **A filter**

Motivation as a filter means motivation influences students in determining what they should do and what they should not do to achieve the goal.

Extracting from the explanations above, from the definition of learning motivation, Maslow's theory, the aspects, the forms until the functions of motivation, the writer defines learning motivation as a state of absolutely a privacy of an individual as a learner which is derived from some key factors such as emotions, issues, actions, goals, principles, theories, aspects, types, forms, and also functions of learning motivation. Moreover, in this study, learning motivation has several indicators: (1) knowing the goal of learning; (2) having expectation; (3) having curiosity of something new; (4) having interest on subject which will be studied; and (5) having self-determination and self-control on subject which will be studied.

Rationale

Based on the reviewed theories above, the writer proposes the basic assumption to develop hypotheses as follows:

1. Internet-based material and textbook material to teach reading comprehension achievement for university students.

Internet-based material makes the learning and teaching more effective, attractive, meaningful, and successful. Internet-based material becomes especially important for some reasons. Firstly, using internet-based material for reading comprehension and in their capacity as a tool. Nowadays, people know that internet is interesting. Internet-based material in education is a well-recognized fact.

Internet-based material allows teachers or lecturers and students to keep up with their minds. It lets them try their ideas as soon as they come up with them. Secondly, using internet-based material for reading comprehension makes the teaching and learning reading more communicative, convenient, and interesting for the students and lecturers. Furthermore, because

of the attractive characteristics of internet-based material, they make a huge contribution to improve the students' reading comprehension achievement and exploit their own critical thinking, imaginative, and intellectual capabilities.

In other words, internet-based material can aid continuing self-education. It will make it easier and more efficient for students, teachers or lecturers, and college authorities to request various reading comprehension materials from many sources. Reading comprehension by using internet-based material as the internet resources still relate to science concepts that are vary tremendously in quality and style. They include academic papers, textbooks, magazines, weblogs (personal records of interesting web experiences); directories (organized collection links), community discussions, news stories; personal home pages, and marketing, such texts can range anywhere from informal comments to formal peer-reviewed scientific texts, and can represent individual opinions or those large communities.

On the other hand, textbook teaching cannot navigate like what the internet-based material do. It does not provide a wealth opportunity to improve education. Textbook as the traditional technique is accordingly being challenged and reshape. Many teachers or lecturers and students are now aware that textbook cannot be accessed like the internet. It means that it is more difficult to get the information accessed, to improve efficiency teaching and learning, and to build profound human understanding across cultural boundaries. In the coming century, teachers or lecturers can and must search for creative ways to bring English and technology together so that the university students have opportunity to learn by doing.

Besides, textbook tends to be general, noncontroversial, and bland so they do not consider local issues or community problems. They are usually written for a national audience. They might not meet the needs and interests of any particular group of students. Thus, it can be supposed that internet-based material is more effective than textbook material to teach

reading comprehension

2. Reading comprehension achievement between the students who have high learning motivation and the students who have low learning motivation.

High-motivated students will provide artificial reinforcement, generate full interest and participation, consistent regarding mastery of learning, and also have positive attitudes by time period learning activities (beginning, during, and ending). Students who have high learning motivation are usually actively involved and have full attention. Besides, they have a positive motivation and attitudes to study reading comprehension. The result is that the students are more active and achieve considerable gratification.

On the contrary, low-motivated students are passive in joining activities and have low attention to the subject. Low-motivated students cannot elaborate their critical thinking ideas, and arguments about certain materials. In this case, they cannot help themselves from an intention to learn more and more. They cannot be motivated to perform well because of their low interest, curiosity to solve the problem, or the desire to understand during the lesson. There is no energy and a mental power from the students to reach the goal.

Seeing the characteristics between the students who have high and low learning motivation, it can be assumed that students who have high learning motivation have a better achievement in reading comprehension than those having low learning motivation.

3. Interaction between teaching materials and students' learning Motivation.

Considering the explanation above, the internet-based material is suitable for high-motivated students. The internet-based material triggers students to be actively involved during the instructional activities. The students will have high interest and full attention when they are faced with different interesting

materials. This condition navigates alive classroom and conducive atmosphere to facilitate learning. In this situation, there will be interaction between the teachers and students and also among the students themselves.

Conversely, the textbook material is suitable applied for low-motivated students. The textbook tends to be out of date. The material is less interesting. It triggers students to be passive. The teaching and learning process tends to be teacher-oriented. It is not actually condition that wants to be achieved. The students tend to have low motivation. So, there is no interaction between students and the teacher and also among the students themselves. From the explanation above, it can be assumed that the choice of teaching materials and students' learning motivation will influence much the situation and condition during the instructional activities.

Hypothesis

Based on the rationale, the writer proposes the hypotheses of this study as the following:

1. Students taught using internet-based material has a better achievement in reading comprehension than the students taught using textbook material of the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda.
2. The students who have high learning motivation have a better achievement in reading comprehension than the students who have low learning motivation at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda.
3. There is an interaction between materials and students' learning motivation to teach reading comprehension at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda.

CHAPTER 3 RESEARCH METHODOLOGY

Time and Place of the Research

THIS research is carried out at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda in the academic year of 2009/2010. It is located at Jl. K. H. Abul Hasan No. 03 Samarinda, East Kalimantan.

STAIN Samarinda has 3 faculties, they are: Tarbiyah Faculty, Da'wah Faculty, and Syari'ah Faculty. Besides, STAIN Samarinda has a Pesantren Kampus (Peskam) that is obliged to follow by the first year students (the first and the second semester). They get Arabic subject on Monday, Tuesday, and Wednesday. Meanwhile, they get English subject on Thursday, Friday, and Saturday. This research conducts on February until April 2010.

Methods of the Research

Methodology is a very important factor that ought to be considered before conducting a research. Hornby (2005) in Oxford

Advanced Learner's Dictionary of Current English explains that the word *methodology* is derived from the word "method." It means the way of doing something and methodology means "science of method." In *Research Methods in Language Learning*, Nunan (1992: 3) states that research is a systematic process of inquiry consisting of three elements:

1. A question, problem, or hypothesis.
2. Data.
3. Analysis and interpretation of data.

Experimental research, as postulated by Fraenkel and Wallen (1993: 240), is one of the most powerful research methods researchers can use. It is claimed as the best way to establish cause-and-effect relationships between variables and directly attempts to influence a particular variable. Moreover, Christensen (2000: 23) states that through experimentations, cause and effect relationship can be identified. The purpose of experimental research is to investigate the cause and effect of a certain condition.

Considering the explanation above, related to this research, the writer uses an experimental research because the aim of this research is revealing the effect of teaching materials and learning motivation towards students' reading comprehension achievement. It involves three kinds of variables.

The first variable is independent variable. In this research, the independent variable is teaching materials. It is also recognized as an experimental or treatment variable. They are two teaching materials that are used in this study, namely internet-based materials teaching and textbook materials. Both of these materials treated differently for groups of students at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda in the academic year of 2009/2010. Fraenkel and Wallen (1993: 242) also explain that in the experimental research, it is important to make comparison group because it serves the purpose of determining whether the treatment has had an effect or whether one treatment is more effective than another. In this research, the group that receives internet-based material as the

experimental group and the group that receives textbook material as the control group have different result.

The second variable is a dependent variable. The dependent variable in this research is reading comprehension achievement of the students at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda as the advanced level students. This variable is the factor which is observed and measured to determine the effect of the independent variable, teaching materials (internet-based material and textbook). In short, considering the explanation above, this experimental research uses two groups, namely experimental group and control group.

The third variable is a secondary independent variable. It is selected to determine if it affects the relationship between the primary independent variable (teaching materials: internet-based material and textbook material) and dependent variable (reading comprehension achievement). In short, in this research, learning motivation as the last variable is a kind of variable that will be labeled with two different names, i.e. high learning motivation and low learning motivation.

In addition, as an experimental research, the writer uses quasi-experimental design. Quasi-experiments are sometimes called natural experiments because membership in the treatment level is determined by conditions beyond the control of the experimenter (subjects are already in the box). An experiment may seem to be a true experiment, but if the subjects have not been randomly assigned to the treatment condition, the experiment is a quasi-experiment (quasi=seeming, resembles). Experiments that take advantage of natural occurrences are quasi-experiments, for example, comparing achievement level of first-born children with that of later-born children; or comparing student performance at two schools, one of which has a lower student-teacher ratio. The experimenter is unable to assign subjects to treatment level-the subjects are already in pre-existing groups (<http://psychology.ucdavis.edu/Sommer8/somerdemo/experiment/types.htm>).

Nunan (1992: 41) puts forwards that a quasi-experiment is

characterized by several things: it has both pre- and posttest; it has an experimental and control groups; it has no random assignment of subjects. In accordance with Nunan, Campbell (1968: 259) defines a quasi-experiment refers to application of an experimental mode of analysis and interpretation to bodies of data not meeting the full requirements of experimental control.

Moreover, in this research, the writer uses a factorial design to extend the number of relationships that may be examined. Fraenkel and Wallen (1993: 255) propose that they are essentially modification of either the post-test only control group or pre-test-post-test control group designs, which permit the investigation of additional independent variables. Furthermore, International Reading Association, Tally and Estes (2001) explains that the advantage of factorial design is that it allows the researchers to study the interaction of an independent variable with one or more other variables. It is also possible for the researchers to assess the effect of each independent variable separately as well as their conjoint or simultaneous effect or interaction. In other word, factorial design is an efficient way to study several relationships with one set of data (http://www.reading.org/Reading_Experimental_Research/advanced/readreport/readingcomprehension/readuniv598_index.asp?journal=/electronic/library801/index.html).

As an experimental research, there are at least two groups in this experiment, namely control group and experimental groups. The control group is the class that is taught by using textbook material and the experimental group is the class that is taught using internet-based material. They are given different treatment. After the treatment, the groups are given posttest. In addition, before the treatment, the writer also gives a questionnaire about students' learning motivation. The students' English learning motivation is classified into high and low. By so doing, the writer can find out what teaching materials can be used to teach high-motivated students and those low-motivated students.

The proposed an experimental design of the independent and dependent variables can be seen at a 2X2 Factorial Design, the table

can be seen as follows:

Table 2. Factorial Design 2X2

		MATERIALS	
		Internet-Based Material (IBT) (Experimental Group) (Group A ₁)	Text Book (TB) (Control Group) (Group A ₂)
STUDENTS' ENGLISH MOTIVATION	HIGH (B ₁)	Group A ₁ B ₁ (students having high motivation taught using internet-based material)	Group A ₂ B ₁ (students having high motivation taught using textbook)
	LOW (B ₂)	Group A ₁ B ₂ (students having low motivation taught using internet-based material)	Group A ₂ B ₂ (students having low motivation taught using textbook)

The picture shows that (1) by comparing the observation under treatment variable, IBM (A₁) to observation under TB (A₂), it is possible to contrast the effectiveness of those teaching materials to teach reading comprehension to university students viewed from their learning motivation; (2) by comparing A₁B₁ to group A₂B₁, it can be pointed which teaching material is better applied to teach reading comprehension to university students having high learning motivation; (3) by comparing group A₁B₂ to group A₂B₂, it can be pointed which teaching materials are better applied to teach reading comprehension to university students having low learning motivation; and (4) by comparing the individual cell effects, group A₁B₁ versus A₂B₁, group A₁B₂ versus A₂B₂, it is possible to identify the interaction of types of materials and students' learning motivation that might exist.

Subjects of the Research

Population

Ary (1985: 138) states that the larger group about which the generalization is made is called a population. A population is defined as "all members of any well-defined class of people, events or objects." Population is the group to which the researcher would

like the result of the study to be generalizable (Fraenkel and Wallen, 1993:554). Chase (1976: 2) postulates population as a number of individuals which have at least one similar characteristic. Johnson and Christensen (2000: 158) propose that population is the set of all elements. Furthermore, Wiersma (2001: 459) explains population refers to the total of all elements, subjects, or members that possess a specified set of one or more common characteristics. Dealing with those definitions of population, it can be said that the population of this research is the first semester students of Pesantren Kampus (Peskam) STAIN Samarinda in the academic year of 2009/2010. They are grouped into 8 classes, namely: Local A, B, C, D, E, F, G, and H. It consists of 255 students. Each class consists of 30-35 students and each class has its own characteristic.

Sample

In Educational Research, Quantitative and Qualitative Approaches, Johnson and Christensen (2000: 158) explain that sample is a set of elements taken from a large population according to a certain rules. In line with them, Fink (1995:1) defines the same opinion that a sample is a set of elements taken from a large population according to certain rules. Fraenkel and Wallen (1993: 556) state that sample is the group in which information is obtained, preferably selected in such a way that the sample represents the larger group. Ary (1985: 138) states that the small group that is observed is called a sample. In addition, the sample is considerably smaller than the population, though in this case of a relatively small population, the sample maybe nearly the same size (Mason and Bramble, 1997: 113).

Considering the definitions above, it can be inferred that the sample should represent the population since the research result will be generalized to the population because a sample is a part of population. In this research, the writer only takes two classes of the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda as the sample. One class (Class B) used as the experimental group and the other one (Class C) as the control group. Each class consists of 30 students.

Sampling

A technique used for getting samples is sampling. Sampling is the process of drawing a sample from population (Christensen, 2000:156). Fraenkel and Wallen define that sampling is the process of selecting a number of individuals (a sample) from a population, preferably in such way that the individuals represent the larger group from which they were selected. Masson and Bramble (1997: 192) postulate that each class has the same opportunity to be the sample. In addition, in Introduction to Research in Education, Ary (1985: 143) defines as follows:

The researcher would choose a number of schools randomly from a list of schools and then include all the students in those schools in the sample. This kind is probability sampling is referred to as cluster sampling since the unit chosen is not an individual but a group of individuals who are naturally together. These individuals constitute a cluster insofar as they are alike with respect to characteristics relevant to the variables of the study.

Seeing the definition above, the writer intends to take cluster random sampling in getting two classes. The major concern in determining the cluster random sampling is that every class or unit has an equal chance of being selected from the frame or list. The cluster random sampling, in this research, is chosen randomly from the population of clusters and then one cluster is selected. It means that all the members of the cluster must be included in the sample.

Techniques of Collecting the Data

Fraenkel and Wallen (1993: 101) state that the data are the kinds of information researchers obtain on the subjects of their research. An important decision for researchers to make during the planning phase of an investigation, therefore, is what kind (s) of data they intend to collect. The research's device to collect the data is called an instrument. Based on the aims of this research, a questionnaire, a test, and a documentation are developed as the instruments in collecting the data.

Questionnaire

The questionnaire means the researcher giving a set of items to be answered by respondents in order to get the information from the university students of Pesantren Kampus (PESKAM) STAIN Samarinda in the first semester of 2009/2010 academic year as respondents about their learning motivation in studying English, especially in reading comprehension. So, by using the questionnaire, it can guarantee confidently and may elicit more truthful responses from the respondents.

In addition, Tuckman (1999: 196-197) states as follows:

Questionnaires and interviews are used by researchers to convert into data information directly given by a person (subject). By providing access to what is "inside a person's head," these approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs). Questionnaires and interviews can also be used to discover what experiences have taken place (biography) and what is occurring at the present. This information can be transformed into numbers or quantitative data by using the attitude scaling or rating scale techniques,, thus generating frequency data.

The questionnaire takes a longer time to prepare because it has to be carefully written, however, it is efficient to the students to answer it. The writer uses Likert's scale that provides a simple way to measure university students' learning motivation. There are two kinds of statements in a questionnaire that is positive and negative statement. In this case, the writer uses four points rating scales, namely always (4 points), often (3 points), sometimes (2 points), and never (1 point). If the statement is positive, based on the scales, the score will be 4, 3, 2, and 1. Conversely, if the statement is negative the score is vice versa.

In addition, the questionnaire needs to be tried out to the students of other class who do not belong to the experimental group and control group in order to check the validity and the

reliability of the questionnaire.

Test

The writer uses a test in order to get the data. Test is a set of questions, experiences, or other means used to measure the skill, knowledge, intelligence, achievement, or aptitude of an individual or group (Arikunto, 1993: 123). Linn and Gronlund (2000: 31) explain that a test is a particular type of assessment that typically consists of a set of questions administered during a fix period of time under reasonably comparable conditions for all students.

In addition, there are many achievement tests available for use in the experimental study. One of them is the objective type test. Linn and Gronlund (2000: 150-151) state about the objective type test as follows:

Objective test items are highly structured and require the students to supply a word or two or to select the correct answer from a number of alternatives. They are called objective because they have a single right or best answer that can be determined in advance. The great variety of different types of objective test items can be classified into those that require the student to supply the answer and those that require the student to select the answer from a given number of alternatives.

In Measurement and Assessment in Teaching, Linn and Gronlund (2000: 155) also explain the advantages of objectives test as follows:

Table 3. The Advantages of Objective Test

No.	Advantages	Objective Test
1.	Learning outcomes measured.	Efficient for measuring knowledge of facts. Some types (e.g., multiple choices) can also measure understanding, thinking skills, and other complex outcomes. Inefficient or inappropriate for measuring ability to select and organize ideas, writing abilities, and some types of problem-solving skills.
2.	Preparation of questions.	A relatively large number of questions are needed for a test. Preparation is difficult and time-consuming.
3.	Sampling of course content.	Provides an extensive sampling of course content because of the large number of questions that can be included in a test.
4.	Control of student response.	Complete structuring of task limits students to type of response called for. Prevents bluffing and avoids influence of writing skill, though selection-type items are subject to guessing.
5.	Scoring.	Objective scoring.
6.	Influence on Learning.	Usually encourages students to develop a comprehensive knowledge of specific facts and the ability to make fine discriminations among them. Can encourage the development of understanding, thinking skills, and other complex outcomes if properly constructed.
7.	Reliability.	High reliability is possible and is typically obtained with well-constructed tests.

Moreover, Mason and Bramble (1997: 297) explain that the objective test will not let the personal biases, perceptions, and interpretation of the scorer come to play during the process of scoring. They also describe that the objective test items are simple to respond and simple to score. Simple to respond means the students do not need to construct their own words in answering the questions. Besides, simple to score means the writer does not have to include the subjectivity in scoring her students' answers.

Synthesizing from the explanations above, this research uses the objective type test in the form of multiple choices with five options. The multiple-choice item is generally recognized as the most widely

applicable and useful type of objective test item (Linn and Gronlund, 2000: 193). This test is useful to use during this study in order to know the university students' reading comprehension achievement. The items are designed in such way so that the scorers are not able to involve their judgment or personal feeling.

In addition, the instruments have four requirements, namely valid, reliable, measurable, and practical. In this research, the writer uses two instruments, namely a questionnaire and a test. The questionnaire is used to get the data of university students' learning motivation and the objective type test in the form of multiple choices is used to get the data of the students' reading comprehension. Both the instruments in this experimental study, the questionnaires and the objective tests should be valid and the reliable in order to answer the research problems and to obtain a correct conclusion. Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability, on the other hand, is the extent to which a measuring device is consistent in measuring whatever it measures (Ary, 1985: 213).

The Validity of the Instrument

The validity of the instrument is that it measures what it is supposed to measure. Fraenkel and Wallen (1993: 102) put forward that validity revolves around the defensibility of the inferences researchers make from the data collected through the use of instrument. Linn and Gronlund (2000: 75) assert that validity as follows:

- 1) Validity refers to the appropriateness of the interpretation of the results of an assessment procedure for a given group of individuals, not to the procedure itself.
- 2) Validity is a matter of degree; it does not exist on an all-or-none basis. Consequently, we should avoid thinking of assessment results as valid or invalid.
- 3) Validity is always specific to some particular use or interpretation. Assessment results are never just valid; they have a different degree of validity for each particular interpretation to be

made.

- 4) Validity is unitary concept. The conceptual nature of validity has typically been described for the testing profession in a set of standards prepared by a joint committee made up of members from three professional organizations that are especially concerned with educational and psychological testing and assessment. ... Instead, validity is viewed as a unitary concept based on various kinds of evidence.
- 5) Validity involves as overall evaluative judgment. It requires an evaluation of the degree to which interpretations and uses of assessment results are justified by supporting evidence and in terms of the consequences of those interpretations and uses.

The formula of validity for learning motivation questionnaire is as follows:

Notes:

r_{xy} : the coefficient of correlation between X and Y

x_i : score per items

x_t : the total score

$$r_x = \frac{\sum x_i x_t}{\sqrt{x_i^2 - x_t^2}}$$

Besides, the reading test is an objective test. The Product Moment formula is used to know the validity of the reading comprehension test:

$$S_x^2 = \frac{\sum x^2}{n}$$

$$r_c = \frac{X_p - X_c}{S_p} \sqrt{q_c}$$

If r_o is higher than r_c , the item is valid.

From the validity testing, it is known that the number of valid items is 60 out of 90 items. It can be said that the 60 items can be used to collect the data. Besides, the number of learning motivation

questionnaire is 30 items out of 50 items.

In Educational Research (Quantitative and Qualitative Approach), Christensen explains that content validity, criterion-related validity and construct validity are three validities that can be used to measure the validity of the instrument (2000: 107). The writer uses construct validity to find out the validity of the questionnaire. It refers to the extent to which the writer can infer some theoretical construct from the scores of a test. Moreover, Christensen defines that construct validity involves formulating hypotheses about the expected behaviors that should occur from individuals who score high and low on a test and a tentative theory about why high and low scores should behave differently (2000: 110).

The Reliability of the Instrument

The reliability of a test refers to consistency of the test score. Tuckman (1999: 160) states test reliability means that a test is consistent. Furthermore, he also explains some factors which contribute to the unreliability of a test as follows: (1) familiarity with the particular test form (such as a multiple choice question); (2) fatigue; (3) emotional strain; (4) physical conditions of the room in which the test is given; (5) health of the test taker; (6) fluctuations of human memory; (7) amount of practice or experience by the test taker of the specific skill being measured; and (8) specific knowledge that has been gained outside of the experience being evaluated by the test.

A test which is overly sensitive to these unpredictable (and often uncontrollable) sources of error is not a reliable test. Test unreliability creates instrumentations bias, a source of internal validity in an experiment (Tuckman, 1999: 162). Ary (1985: 226) propounds that reliability is concerned with how consistently we are measuring whatever we are measuring.

Seeing the definition above, it can be said that in this research, a reliable instrument would give the writer a consistent result. The writer uses the Kuder-Richardson procedures in order to get the reliability of the test. It is based on the proportion of correct and incorrect responses to each of the items on a test (Ary, 1985: 233).

Here is the formula to count the reliability of the reading comprehension test with the form of objective test:

Notes:

r_{kk} : the coefficient of the reliability

p : the proportion of correct responses on a single item

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^N p_i^2}{S_i^2} \right)$$

q : the proportion of incorrect responses on the same item

S_t² : the variance of scores on the total test (squared standard deviation)

k : the number of valid items on the test

If r_o is higher than r_r, the item is reliable. From the reliability testing, it is obtained that r_o (0.937) exceeds r_t (0.361) for the level of significance α = 0.05. It can be concluded that the test is reliable.

Besides that, to know the reliability of the learning motivation questionnaire, the formula is as follows:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum S_i^2}{\sum S_t^2} \right)$$

Notes:

r_{kk} : the coefficient of the reliability

k : the number of valid items on the questionnaire

S_i² : the variance of scores on the items

S_t² : the variance of scores on the total questionnaire

From the reliability testing of the questionnaire, it is obtained that r_o = 0.970. It is consulted with r table for N = 30 at the level of significance α = 0.05 which is 0.361. Because r_o exceeds r_t, it can be concluded that the questionnaire is reliable.

Documentation

Documentation means the act of documenting. In this research, the scores of the university students at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda in the academic year

of 2009/2010 need documentation as a method in collecting data. It is needed in this reserach is the student's English reading scores. These scores are given by their English teacher. They are used as a criterion in determining the two classes.

Techniques of Analyzing the Data

The objective of this research is to investigate the combined effect of Internet-based materials and learning motivation in improving the university students' reading comprehension achievement. The experiment investigating the combined effects of two or more independent variables is called a factorial design and the results are analyzed by means of multifactor analysis of variance (Ary, 1985: 196).

The writer will use a descriptive analysis and inferential analysis in this study. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the scores of the reading test. Normality and homogeneity will be used before testing the hypothesis.

Moreover, one statistical device that is appropriate for factorial design is analysis of variance (ANOVA). In ANOVA, it is possible to put more than one independent variable into a single study. The writer uses two independent variables, dealing with this study, the teaching materials and learning motivation which is divided into two kinds, namely, high learning motivation and low learning motivation. This motivation classification is based on the median. The high motivation intended here is the score upper the median while the low motivation refers to the score below the median. Based on the result of this research, it is known that there are 30 students having high learning motivation and 30 students having low learning motivation.

Considering the explanation above, it can be clued that there two independent variables, ANOVA is called as 2 x 2 ANOVA. Ho is rejected if F_o > F_t. If Ho is rejected the analysis is continued to know which group is better using Tukey test. In counting Multifactor Analysis of Variance or 2 x 2 ANOVA, there are some steps. These

steps have to done orderly:

Table 4. The Design of Multifactor Analysis of Variance or 2X2 ANOVA

Main Effects	Internet-Based Material (A ₁)	Textbook Material (A ₂)	
High Learning Motivation (B ₁)	A ₁ B ₁	A ₂ B ₁	B ₁
Low Learning Motivation (B ₂)	A ₁ B ₂	A ₂ B ₂	B ₂
	A ₁	A ₂	

Note:

A₁B₁: The mean score of reading comprehension test of students having high

learning motivation who are taught using internet-based material.

A₂B₁: The mean score of reading comprehension test of students having high learning motivation who are taught using textbook material.

A₁B₂: The mean score of reading comprehension test of students having low learning motivation who are taught using internet-based material.

A₂B₂: The mean score of reading comprehension test of students having low learning motivation who are taught using textbook material.

A₁ : The mean score of reading comprehension test of experimental class which is taught using internet-based

material.

A₂ : The mean score of reading comprehension test of experimental class which

is taught using textbook material.

B₁ : The mean score of reading comprehension test of students having high learning motivation.

B₂ : The mean score of reading comprehension test of students having low learning motivation.

The steps for the computation of 2 x 2 ANOVA:

- a. The total sum of squares:

$$\sum x_i^2 = \sum x_i^2 - \frac{(\sum x_i)^2}{N}$$

- b. The sum of squares between groups:

$$\sum x_i^2 = \frac{(\sum x_{i1})^2}{n_{i1}} + \frac{(\sum x_{i2})^2}{n_{i2}} + \frac{(\sum x_{i3})^2}{n_{i3}} + \frac{(\sum x_{i4})^2}{n_{i4}}$$

- c. The sum of squares within groups:

$$\sum x_i^2 = \sum x_i^2 - \sum x_i^2$$

- d. The between-columns sum of squares:

$$\sum x_i^2 = \frac{(\sum x_{i1})^2}{n_{i1}} + \frac{(\sum x_{i2})^2}{n_{i2}} + \frac{(\sum x_{i3})^2}{N}$$

- e. The between-rows sum of squares:

$$\sum x_i^2 = \frac{(\sum x_{i1})^2}{n_{i1}} + \frac{(\sum x_{i2})^2}{n_{i2}} + \frac{(\sum x_{i3})^2}{N}$$

- f. The sum-of-squares interaction:

$$\sum x_i^2 = \sum x_i^2 - (\sum x_i + \sum x_i)$$

- g. The number of degrees of freedom associated with each source of variation:

df for between-columns sum of squares: C - 1

df for between-rows sum of squares: R - 1

df for interaction: $(C - 1)(R - 1)$
 df for between- groups sum of squares: $G - 1$
 df for within-groups sum of squares: $\hat{a}(n - 1)$
 df for total sum of square: $N - 1$

where:

df is the degree of freedom

R is the number of rows

G is the number of groups

n is the number of subjects in one group

N is the number of subjects in all groups

Here is the table for summarizing 2 x 2 ANOVA:

Table 5. The Summary of 2X2 Factorial Design ANOVA

Source of Variance	SS	Df	MS	F_n	$F_{(1,05)}$
Between columns (Materials of Teaching)					
Between rows (Levels of Learning Motivation)					
Columns by rows (Interaction)					
Between groups					
Within groups					
Total					

The writer uses F-test, in her study. The formula is as follows:

$$F = \frac{MS_b}{MS_w} = \frac{S_b/df_b}{S_w/df_w}$$

Notes:

MS_b : the mean square between groups

MS_w : the mean square within groups

SS_b : the sum of square between groups

SS_w : the sum of square within groups

df_b : the degrees of freedom between groups

df_w : the degrees of freedom within groups

Furthermore, after analyzing the data by ANOVA, the writer uses Tukey HSD test, HSD is Honestly Significant Different. Tukey test is a statistical test generally used in conjunction with an ANOVA. Tukey test is used in order to find which one is better than the other. It means, in this study, Tukey test is used to know which teaching material is more effective or better to teach reading comprehension and which group is better.

The steps for computation of Tukey test:

1. Between columns $q = \frac{\bar{x}_{c_1} - \bar{x}_{c_2}}{\sqrt{\text{error variance} / n}}$
2. Between columns $q = \frac{\bar{x}_{c_1 r_2} - \bar{x}_{c_2 r_2}}{\sqrt{\text{error variance} / n}}$
3. Between columns $q = \frac{\bar{x}_{c_1 r_2} - \bar{x}_{c_2 r_2}}{\sqrt{\text{error variance} / n}}$ or $q = \frac{\bar{x}_{c_2 r_2} - \bar{x}_{c_1 r_2}}{\sqrt{\text{error variance} / n}}$
4. Between rows $q = \frac{\bar{x}_{r_1} - \bar{x}_{r_2}}{\sqrt{\text{error variance} / n}}$
5. Between rows $q = \frac{\bar{x}_{c_1 r_1} - \bar{x}_{c_2 r_1}}{\sqrt{\text{error variance} / n}}$
6. Between rows $q = \frac{\bar{x}_{c_2 r_1} - \bar{x}_{c_1 r_1}}{\sqrt{\text{error variance} / n}}$ or $q = \frac{\bar{x}_{c_2 r_2} - \bar{x}_{c_1 r_2}}{\sqrt{\text{error variance} / n}}$

CHAPTER 4 THE RESULT OF THE RESEARCH

Data Description

As pointed earlier, the research is aimed at investigating the combined effect of materials and motivation in enhancing students' reading comprehension. This study is conducted at Pesantren Kampus (PESKAM) STAIN Samarinda. The writer takes two social classes as the sample, those are, Class B as the experimental group and Class C as the control group. Each class comprises of 30 students.

The writer gives different treatments to the groups. Before giving the treatments, the writer has given questionnaire first to the students' learning motivation for both classes. At the end of the treatment, the students are given a post-test. The data, which are analyzed in this research, are the result of the post-test. The description includes mean, mode, median, standard deviation, and frequency distribution followed by histogram and polygon. Based on the group analyzed, the description of the data are divided into

eight groups, they are as follows:

1. The data of the reading comprehension test of the students or the group having high learning motivation who are taught using internet-based material (A_1B_1).
2. The data of the reading comprehension test or the group having high learning motivation who are taught using textbook material (A_2B_1).
3. The data of the reading test of the students or the group having low learning motivation who are taught using internet-based material (A_1B_2).
4. The data of the reading comprehension test of the students or the group having low learning motivation who are taught using textbook material (A_2B_2).
5. The data of the reading comprehension test of the students or the group who are taught using internet-based material (A_1).
6. The data of the reading comprehension test of the students or the group who are taught using textbook material (A_2).
7. The data of the reading comprehension test of the students who have high learning motivation (B_1).
8. The data of the reading comprehension test of the students who have low learning motivation (B_2).

Before the data are analyzed by using multifactor analysis of variance (ANOVA), here is the description of each group.

Experimental Group (A_1)

From the data, taken from the result of the experimental group's (A_1) post-test, it can be observed that the highest score is 57 and the lowest score is 30. The mean of the scores is 46.5, the mode is 51.2, the median is 47.00, and the standard deviation is 7.58. The frequency of distribution of these data can be seen on Table 5 and the histogram and polygon of the frequency distribution can be

seen on Figure 1.

Table 6. The Frequency Distribution of the Post-test Scores of the Experimental Group (A_1).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	30-34	2	6.67%
2.	35-39	4	13.33%
3.	40-44	6	20.00%
4.	45-49	6	20.00%
5.	50-54	7	23.33%
6.	55-59	5	16.67%
	Total	30	100.00%

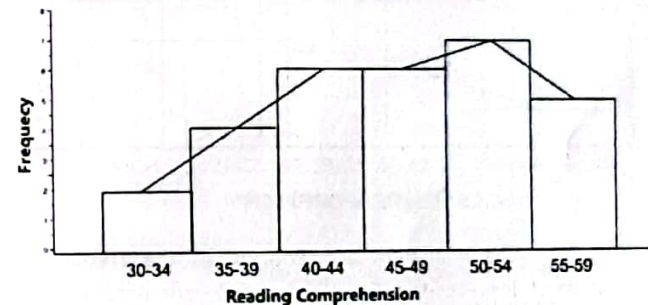


Figure 1. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Experimental Group (A_1).

- a. The scores of the students who are taught using internet-based material and who have high learning motivation (A_1B_1).

From the data, it can be observed that the number of respondents is 15, the highest score is 57, and the lowest score is 44. The mean of the score is 52.0, the mode is 51.2, the median is 51.75, and the standard deviation is 3.53. The frequency distribution of this group could be found on Table 6 and the histogram and polygon of the frequency distribution can be found on Figure 2.

Table 7. The Frequency Distribution of the Post-test Scores of the Experimental Group Having High Learning Motivation (A_1B_1).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	44-46	1	6.67%
2.	47-49	2	13.33%
3.	50-52	6	40.00%
4.	53-55	3	20.00%
5.	56-58	3	20.00%
	Total	30	100.00%

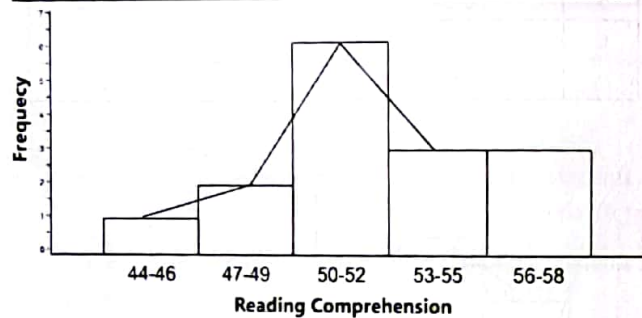


Figure 2. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Experimental Group Having High Learning Motivation (A_1B_1).

b. The scores of the students who are taught using internet-based material and who have low motivation (A_1B_2).

From the data, it can be seen that the number of respondent is 15, the highest score is 49, and the lowest score is 30. The mean of the score is 41.1, the mode is 40.5, the median is 41.10 and the standard deviation is 4.73. The frequency distribution of this group can be seen on Table 7 and the histogram and polygon of the frequency distribution can be seen on Figure 3.

Table 8. The Frequency Distribution of the Post-test Scores of the Experimental Group Having Low Learning Motivation (A_1B_2).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	34-36	3	20.00%
2.	37-39	2	13.33%
3.	40-42	4	26.67%
4.	43-45	3	20.00%
5.	46-48	3	20.00%
	Total	30	100.00%

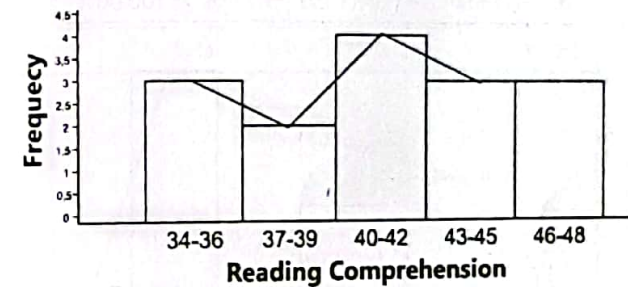


Figure 3. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Experimental Group Having Low Learning Motivation (A_1B_2).Control Group (A_2)

Control Group (A_2)

In the control group (A_2), the highest score is 51 and the lowest score is 34. The mean of the score is 43.3, the mode is 45.9, the median is 44.90, and the standard deviation is 4.29. Table 8 is the frequency distribution of posttest scores of control group while Figure 4 is the histogram and the polygon of the frequency distribution.

Table 9. The Frequency Distribution of the Post-test Scores of the Control Group (A₁).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	34-36	3	10.00%
2.	37-39	3	10.00%
3.	40-42	5	16.67%
4.	43-45	8	26.67%
5.	46-48	9	30.00%
6.	49-51	2	6.67%
	Total	30	100.00%

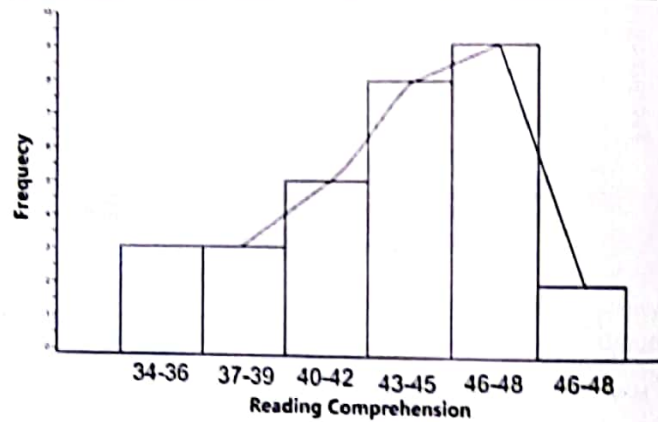


Figure 4. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Control Group (A₁).

- a. The scores of the students who are taught using textbook material who have high learning motivation (A₁B₁).

The number of respondents of this cell is 15. The highest score is 48 and the lowest score is 34. The mean of the score is 41.2, the mode is 44.5, the median is 41.38, and the standard deviation is 4.31. Table 9 is the frequency distribution of the posttest scores of the

control group having high learning motivation while Figure 5 is the histogram and polygon of the frequency distribution of this group.

Table 10. The Frequency Distribution of the Post-test Scores of the Control Group Having High Learning Motivation (A₂B₁).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	30-33	1	6.67%
2.	34-37	2	13.33%
3.	38-41	5	33.33%
4.	42-45	4	26.67%
5.	46-49	3	20.00%
	Total	30	100.00%

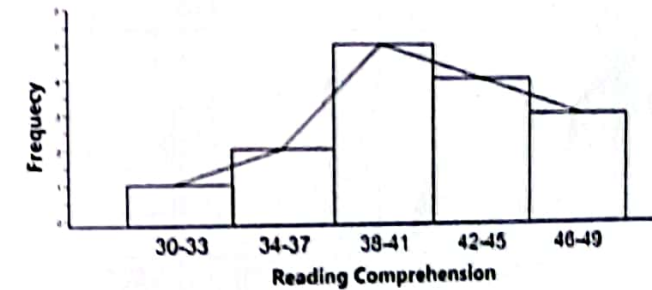


Figure 5. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Control Group Having High Learning Motivation (A₂B₁).

- b. The scores of the students who are taught using textbook material who have low learning motivation (A₂B₁).

From the data, it is resulted that the number of respondent is 15. The highest score is 51 and the lowest score is 38. The mean of the score is 45.2, the mode is 45.3, the median is 45.25, and the standard deviation is 3.1. The frequency distribution of this group can be seen on Table 10 and the histogram and polygon of the

frequency distribution can be seen on Figure 6.

Table 11. The Frequency Distribution of the Post-test Scores of the Control Group Having Low Learning Motivation (A_2B_2).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	38-40	1	6.67%
2.	41-43	3	20.00%
3.	44-46	6	40.00%
4.	47-49	4	26.67%
5.	50-52	1	6.67%
	Total	30	100.00%

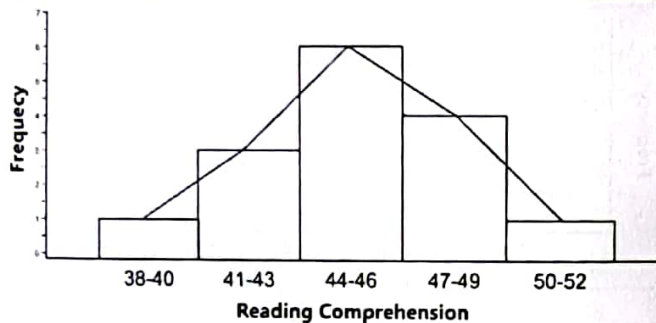


Figure 6. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of the Control Group Having Low Learning Motivation (A_2B_2).

High Learning Motivation Group (B_1)

In the high learning motivation group (B_1), the highest score is 57 and the lowest score is 34. The mean of the score is 46.7, the mode is 53.5, the median is 46.83, and the standard deviation is 6.76. Table 11 is the frequency distribution of post-test scores of high learning motivation group while Figure 7 is the histogram and the

polygon of the frequency distribution.

Table 12. The Frequency Distribution of the Post-test Scores of High Learning Motivation Group (B_1).

No.	Interval Class	Absolute Frequency	Relative Frequency
1.	34-37	4	13.33%
2.	38-41	3	10.00%
3.	42-45	6	20.00%
4.	46-49	5	16.67%
5.	50-53	6	20.00%
6.	54-57	6	20.00%
	Total	30	100.00%

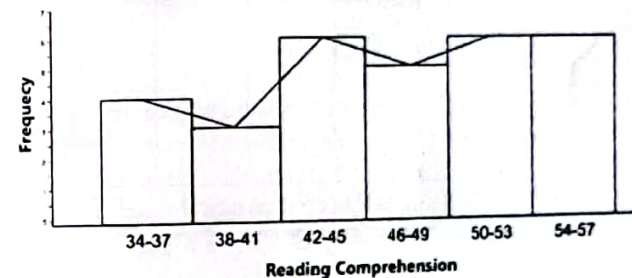


Figure 7. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of High Learning Motivation Group (B_1).

Low Learning Motivation Group (B_2)

In the low learning motivation group (B_2), the highest score is 51 and the lowest score is 30. The mean of the score is 43.37, the mode is 45.5, the median is 43.90, and the standard deviation is 4.52. Table 12 is the frequency distribution of posttest scores of low learning motivation group while Figure 8 is the histogram and the polygon of the frequency distribution.

Table 13. The Frequency Distribution of the Post-test Scores of Low Learning Motivation Group (B₁)

No.	Interval Class	Absolute Frequency	Relative Frequency
1	30-33	1	3.33%
2	34-37	2	6.67%
3	38-41	6	20.00%
4	42-45	10	33.33%
5	46-49	10	33.33%
6	50-53	1	3.33%
	Total	30	100.00%

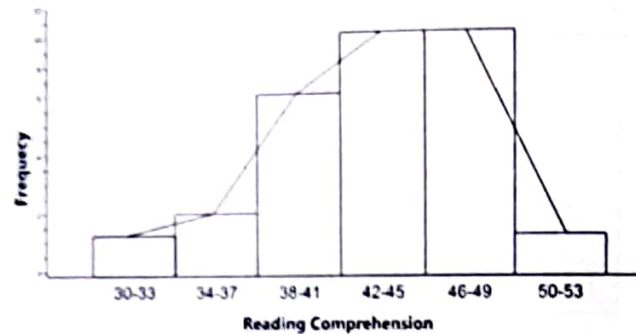


Figure 8. The Histogram and Polygon of the Frequency Distribution of the Post-test Scores of Low Learning Motivation Group (B₁)

Prerequisite Testing

The statistic analysis needs several requirements that have to be met, namely, normality testing and homogeneity testing.

Normality Testing

Liliefors testing is used to compute the normality of the data. The

normality test is to check whether the data are in normal distribution or not. If L_o (L obtained) is lower than L_t (L table) at the level of significance $\alpha=0.05$ on Liliefors, the sample is in normal distribution. The formula used in this testing is:

$$s = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n}}{n-1}}$$

$$Z_i = \frac{X - \bar{X}}{s}$$

a) Cell (A₁B₁).

In this cell, that contains 15 students having high learning motivation who are taught using internet-based material ($n=15$), the highest value of $F(Z_i)-S(F)$ or L_o is 0.132. L_t at the level of significance $\alpha=0.05$ is 0.220. Because L_o is lower than L_t ($0.132 < 0.220$), it can be concluded that the sample is in normal distribution.

b) Cell (A₂B₁).

In the cell A₂B₁, that contains 15 students having high learning motivation who are taught using text book material ($n=15$), the highest value of $F(Z_i)-S(F)$ or L_o is 0.085. L_t at the level of significance $\alpha=0.05$ is 0.220. Because L_o is lower than L_t ($0.085 < 0.220$), it can be concluded that the sample is in normal distribution.

c) Cell (A₁B₂).

In the cell A₁B₂, that contains 15 students having low learning motivation who are taught using internet-based material ($n=15$), the highest value of $F(Z_i)-S(F)$ or L_o is 0.170. L_t at the level of significance $\alpha=0.05$ is 0.220. Because L_o is lower than L_t ($0.170 < 0.220$), it can be concluded that the sample is in normal distribution.

d) Cell (A₂B₂).

In the cell A₂B₂, that contains 15 students having low learning

motivation who are taught using textbook material ($n=15$), the highest value of $F(Z_i)-S(F_i)$ or L_o is 0.0796. L_t at the level of significance $\alpha=0.05$ is 0.220. Because L_o is lower than L_t ($0.0796 < 0.220$), it can be concluded that the sample is in normal distribution.

e) Cell (A_1).

In the cell A_1 , that contains 30 who are taught using internet-based material ($n=30$), the highest value of $F(Z_i)-S(F_i)$ or L_o is 0.080. L_t at the level of significance $\alpha=0.05$ is 0.161. Because L_o is lower than L_t ($0.080 < 0.161$), it can be concluded that the sample is in normal distribution.

f) Cell (A_2).

In the cell A_2 , that contains 30 students who are taught using text book material ($n=30$), the highest value of $F(Z_i)-S(F_i)$ or L_o is 0.0907. L_t at the level of significance $\alpha=0.05$ is 0.161. Because L_o is lower than L_t ($0.0907 < 0.161$), it can be concluded that the sample is in normal distribution.

g) Cell (B_1).

In the cell B_1 , that contains 30 students who are having high learning motivation ($n=30$), the highest value of $F(Z_i)-S(F_i)$ or L_o is 0.156. L_t at the level of significance $\alpha=0.05$ is 0.161. Because L_o is lower than L_t ($0.156 < 0.161$), it can be concluded that the sample is in normal distribution.

h) Cell (B_2).

In the cell B_2 , that contains 30 students who are having low learning motivation ($n=30$), the highest value of $F(Z_i)-S(F_i)$ or L_o is 0.0589. L_t at the level of significance $\alpha=0.05$ is 0.161. Because L_o is lower than L_t ($0.0589 < 0.161$), it can be concluded that the sample is in normal distribution.

Table 14. The Normality Test

No.	Data	The Number of Sample	L Obtained (L_o)	L Table (L_t)	Alfa (α)	Distribution of Population
1	A1B1	15	0.1321	0.220	0.05	Normal
2	A2B1	15	0.0850	0.220	0.05	Normal
3	A1B2	15	0.1704	0.220	0.05	Normal
4	A2B2	15	0.0796	0.220	0.05	Normal
5	A1	30	0.0800	0.161	0.05	Normal
6	A2	30	0.0907	0.161	0.05	Normal
7	B1	30	0.1560	0.161	0.05	Normal
8	B2	30	0.0589	0.161	0.05	Normal

Homogeneity Testing

The homogeneity testing used in this research is by implementing Bartlett formula. The testing is done to find out whether the data are homogeneous. This test is important because homogeneity of the data shows that the population is well-formed. It is gained that the value of the chi square observation is 3.43 while the table value of the chi square for $df=3$ at the level of significance $\alpha=0.05$ is 7.815. If χ observation is lower than χ table. It can be summed up that the sample taken from homogeneous population.

Table 15. The Homogeneity Test

Group	$n_i - 1$	$1 / (n_i - 1)$	si^2	$\ln(si^2)$	$(n_i - 1) \ln(si^2)$
1	14	0.071	9.810	0.992	13.883
2	14	0.071	21.067	1.324	18.530
3	14	0.071	24.543	1.390	19.459
4	14	0.071	14.000	1.146	16.046
\square	56	0.284			67.919

$$\begin{aligned}
 + &= (\ln 10) (B-s(n_i-1)) \log Si^2 \\
 &= 2.3026(69,408-67.9185834) \\
 &= 2.3026 \times 1.489 \\
 &= 3.4300 \\
 \chi_{0.05} &= 7.815
 \end{aligned}$$

Because $\chi_{0.05}$ (3.430) is lower than χ_t (7.815), the data are homogeneous.

Hypotheses Testing

The hypothesis test is to know whether the null hypotheses (Ho) will be rejected or accepted. Multifactor Analysis of Variance (ANOVA) is used to test the hypotheses. Statistically, the Ho (null hypotheses) will be accepted if F_o is lower than F_t ($F_o < F_t$). On the other hand, Ho (null hypotheses) will be rejected if F_o is higher than F_t ($F_o > F_t$). The data analysis by using multifactor ANOVA can be summed up, as follows:

Table 16. The Summary of a 2x2 Multifactor Analysis of Variance (ANOVA).

Source of Variance	SS	Df	MS	F_o	$F_t (.05)$	$F_t (.01)$
Between columns (materials)	135.000	1	135.000	7.779	4.02	7.12
Between rows (motivation)	201.667	1	201.667	11.620		
Columns by rows (interaction)	897.067	1	897.067	51.690		
Between group	1233.733	3	411.244	-		
Within group	971.867	56	17.355	-		
Total	2205.600	59	-	-		

From the summary of 2x2 Multifactor Analysis of Variance (ANOVA) above, it can be concluded as follows:

1. F_o between columns (7.779) is higher than $F_t (.05)$ (4.02) and $F_t (.01)$ (7.12). The difference between students taught using internet-based material and those taught using textbook material is significant, so it can be concluded that materials differ significantly from one another in their effect on reading

comprehension.

2. F_o between rows (11.620) is higher than $F_t (.05)$ (4.02) and $F_t (.01)$ (7.12). The difference between those having high learning motivation and those having low learning motivation is significant, so it can be concluded that the difference between reading comprehension of those having high learning motivation and that those having low learning motivation is significant. A higher level of reading comprehension can be received if the students having high learning motivation than if they have low learning motivation.
3. F_o interaction is (51.690) is higher than $F_t (.05)$ (4.02) and $F_t (.01)$ is (7.12). There is an interaction between the two variables, materials and learning motivation. It means that the effect of materials on reading comprehension depends on the level of students' learning motivation.

Having done analyzing the variance, the writer needs to do Tukey testing to test the difference mean of each group. Tukey test is done to find which teaching material is more effective and which group is better. q is found by dividing the difference between the means by the square root of the ration of the within group variation and the sample size.

Table 17. The Tukey Test

PAIR	TUKEY	CRITICAL
A1 - A2	3.44	2.89
A1B1 - A2B1	10.99	3.01
A1B2 - A2B2	4.56	3.01
B1 - B2	4.20	2.89
A1B1 - A1B2	10.35	3.01
A2B1 - A2B2	3.92	3.01

- a. Comparing two means between columns to find which teaching material is more effective.
- 1) Comparing two means between columns q_0 is 3.44. The value of q_1 for $\alpha=0.05$ and $n=30$ is 2.89. Because q_0 (3.44) is higher than q_1 (2.89) internet-based material differs significantly from textbook material for teaching reading. The mean score of students who are taught using internet-based material (46.63) is higher than who are taught using textbook material (43.03), so internet-based material is more effective than textbook material for teaching reading.
 - 2) Comparing two means between cells (A_1B_1 and A_2B_1). q_1 is 10.99. The value of q_1 for $\alpha=0.05$ and $n=15$ is 3.01. Because q_0 (10.99) is higher than q_1 (3.01) internet-based material differ significantly from textbook material for teaching reading for students having high learning motivation. The mean score of students having high learning motivation who are taught using internet-based material (52.0) is higher than those who are taught using textbook material (38.73), so internet-based material is more effective than textbook material for teaching reading for students having high learning motivation.
 - 3) Comparing two means between cells (group A_1B_2 and group A_2B_2). q_0 is 4.56. The value of q_1 for $\alpha=0.05$ and $n=15$ is 3.01. Because q_0 (4.56) is higher than q_1 (3.01) textbook material differs significantly from internet-based material to teach reading for students who have low learning motivation. The mean score of students having low learning motivation who are taught using textbook material (45.33) is higher than those who are taught using internet-based material (41.27), so textbook material is more effective than internet-based material teaching for teaching reading for students having low learning motivation.
- b. Comparing two means between rows to find which group is better.

- 1) Comparing two means between rows (group B_1 and group B_2). q_0 is 4.20. The value of q_1 for $\alpha=0.05$ and $n=30$ is 2.89. Because q_0 (4.20) is higher than q_1 (2.89) the students who have high learning motivation are significantly different in reading from the students who have low learning motivation. The mean score of students having high learning motivation (45.37) is higher than those who have low learning motivation (43.3), so the students who have high learning motivation have a better reading comprehension achievement than the students who have low learning motivation.
- 2) Comparing two means between cells (group A_1B_2 and group A_2B_2). q_0 is 10.35. The value of q_1 for $\alpha=0.05$ and $n=15$ is 3.01. Because q_0 (10.35) is higher than q_1 (3.01) the students who have high learning motivation who are taught using internet-based material is significantly different in reading from the students who have low learning motivation who are taught using textbook material. The mean score of students having high learning motivation (52.0) is higher than those who have low learning motivation (41.27), so the students who have high learning motivation have a better reading comprehension achievement than the students who have low learning motivation those taught by textbook material.
- 3) Comparing two means between cells (group A_1B_1 and group A_2B_1). q_0 is 3.92. The value of q_1 for $\alpha=0.05$ and $n=15$ is 3.01. Because q_0 (3.92) is higher than q_1 (3.01) the students who have high learning motivation who are taught using internet-based material is significantly different in reading from the students who have low learning motivation who are taught using textbook material. The mean score of students having high learning motivation (45.33) is higher than those who have low learning motivation (38.73), so the students who have high learning motivation have a better reading comprehension achievement than the students who have low learning motivation those taught using textbook material.

Discussion

This section is an explanatory discussion of reading comprehension, internet-based material, textbook, and learning motivation.

Internet-based material is more effective than textbook material to teach reading comprehension.

Needless to say, teaching material plays an important role in the teaching and learning process. Teaching material is one of the aspects of the teaching and learning process that needs to be fully considered by the teacher. Good teaching materials will influence much the students' attitude toward the subject. For instance, materials taken from the internet entails broader topics and offers something more attractive and interesting. It will trigger the students' curiosity to know deeper about the materials. Automatically, it encourages students' motivation to learn more. Conversely, the use of the same old brand materials will make the students bored. It tends to make the students become low motivated.

In Reading Online, Coiro (2003) proposes that today, the definition of literacy has expanded from traditional notions of reading and writing to include the ability to learn, comprehend and interact with technology in a meaningful way. Electronic texts introduce new supports as well as new challenges that can have a great impact of an individual's ability to comprehend what he or she reads. The internet, in particular, provide new text formats, new purposes for reading and new ways to interact with information that can confuse and overwhelm people taught to extract meaning from only conventional print. (http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/Index.html).

Moreover, recent literature has addressed the need for changes in the way people think about reading comprehension as influenced by technology. The International Reading Association (2001) suggested that traditional definitions of reading, writing, and viewing and traditional definitions of best practice instruction

– derived from a long tradition of book and other print media – will be insufficient. This position statement recommends new strategies for students and teachers as they use new and varied forms of information and communication technology.

In addition, Li and Hart (2005) in Izmi's journal (2009) *Motivating Students in Practicing Reading Comprehension through Web-Based Reading Material* propound that reading materials from web are potential for language learning. The web possesses a number of features which are particularly suited for foreign language learners' growing proficiency in the language. The web offers rich data base of authentic material, excellent tool for interactive teaching and learning English, and besides, it can reach a wide audience at a relatively low cost.

The used of internet-based material in teaching reading entails good things that can stimulate students to learn reading. Students, generally, will pay more attention when they are faced with something new, at least unlike what it used to be (Elliot, 2001: 214). The students will show better attitude if they are taught using other methods, techniques or materials. By using the technology, the teacher can present materials that are different from the previous one. The teacher can used materials that are taken from the internet.

There are several things that make material taken from the internet is better than material taken from textbook. The topic of text is broader. It can be anything outside the textbook material. The text can be selected based on the characteristics of university students. The material should be represented the university students' world. The material is taken from internet present more interesting topic. Psychologically, the students will be actively involved in their learning through some thing different (Darjowidjojo, 2004: 70). In this case is the used of material taken from the internet.

There are several advantages of teaching reading comprehension using Internet-based material: (1) the students who are taught using internet-based material gets higher score in the end of the process of teaching and learning than the students

of another class that are taught using different material; (2) during the process of teaching and learning students are more active, they present their idea and feeling about the text, they have better attitude toward English, particularly reading, when they are learning reading comprehension; and (3) the students comprehend the English text-types enthusiastically.

The result of the reseach shows that there is a significant difference in reading comprehension abilities between students taught using internet-based material and those taught using textbook material. According to the means, the students taught internet-based material has a better result in reading comprehension than those taught using textbook material. It means that teaching reading using internet-based material is more effective.

Internet-based material is better used to improve students' reading comprehension achievement for those having high learning motivation.

Motivation in education is of particular interest to educational psychologists because of the crucial role it plays in student learning. Motivation in education has several effects on how students learn and how they behave towards subject matter. Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates (Wikipedia, 2008).

Muaka and Kamil in Izmi (2009) defines that texts of the reading levels are neither too easy nor too hard for a particular reader. Choosing texts of the right difficulty and interest level will encourage children to read and enjoy what they are reading. It is important to use authentic texts in practicing reading comprehension. Motivated students are usually active in class, express interests in the subject-matter, and study a great deal. Teachers can easily recognize characteristics such as these. They also have more opportunity to influence these characteristics than the students' reasons for studying the second language or their attitudes toward the language and its speakers. The students enjoy the lesson because the content is interesting and relevant to their

age, besides, the atmosphere is supportive and non-threatening. Therefore, it makes a positive contribution to students' motivation (<http://menulisbersamaaswir.blogspot.com/2010/04/motivating-students-in-practicing.html>).

As pointed out earlier, the used of internet-based material gives several goodness to the students and to the process of teaching and learning. By considering this goodness, internet-based material is better used to improve students' reading comprehension achievement for those having high motivation. High-motivated students tend to be active during the lesson (Simanjuntak, 1986: 110).

In Tools for Teaching, Davis (2009) explains that there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of the students will be motivated by the approval of others, some by overcoming challenges. Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities of the teachers undertake to promote learning will also enhance students' motivation (<http://honolulu.hawaii.edu/intranet/committees/FacDerCom/guidebk/teachtip/motiv.htm>).

The process of reading, by which internet-based material is used, which is supported by high motivation possessed by the students, will show better result. By using internet-based material, the students will achieve better reading comprehension. Meanwhile, the use textbook material will embody different things to the teaching and learning process in achieving reading comprehension. Textbook possesses the same old materials. There is no something interesting in it. The topics tend to be the same as it used to be. By using textbook material, most of the students will only focus on what is stated in the text. They only tend to figure out the meaning

of the text, the main idea, etc. Ideally, they can do more than those. Active students may perform their ability to the texts taken from the internet provided the topic is interesting. On the other hand, low-motivated students will tend to be passive. They just do when they are asked what they have to do.

Moreover, in the control class, in which the textbook material was used, it was found that most of the students were not so motivated in joining the lesson, particularly with the materials being presented. They were passively involved during the instructional activities. They considered the materials presented were the same as before

On the contrary, it is also clearly seen that the students who belong to the experimental class which are taught by using internet-based material, looked high-motivated. They were so enthusiastic and actively-involved during the instructional activities. They paid full attention to the materials. They got better positive attitude toward reading. By using internet-based material the students were expected to have better reading comprehension abilities.

There is an interaction between teaching materials (internet-based material and textbook material) and learning motivation on the students' reading comprehension achievement.

Choosing materials of teaching precisely contributes positive impact to the students' achievement. There are two things that need to be considered as the background for adopting certain materials, particularly reading materials. They are the topic and the students' learning motivation in learning since motivation has a great influence on learning (Williams and Burden, 197: 111).

In every human, there must be a desire to achieve something. This desire is called motivation. For the students, the motivation is to achieve better knowledge and understanding including to achieve better understanding in reading. Ideally, every student should possess intrinsic-motivation. It will enable them to achieve their goal in learning.

It is revealed that the levels of motivation interact positively

with the teaching materials used. Students having high learning motivation perform well in the class when they are taught using internet-based material. This materials provide them broader knowledge and interesting topics.

Meanwhile, low-motivated students need more support in comprehending texts. In the end, there is an interaction between teaching materials used (internet-based material and textbook material) and the students' learning motivation.

CHAPTER 5 CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Conclusions

Based on the result of the research, some conclusions can be drawn, as follows:

1. Internet-based material is more effective than textbook material to improve students' reading comprehension achievement.
2. The students having high learning motivation have a better reading comprehension achievement than the students having low learning motivation.
3. There is an interaction between teaching materials (internet-based material and textbook material) and the students' learning motivation on the students reading comprehension achievement.

Based on the research findings, it can be concluded that the

internet-based material is more effective teaching material for reading comprehension and improving the students' reading comprehension achievement at the first semester of Pesantren Kampus (PESKAM) STAIN Samarinda in the academic year of 2009/2010.

Implications

The proved hypotheses imply that the application of teaching materials is more or less affected by students' learning motivation to learn. Motivation contributes to the effectiveness of teaching materials in the teaching and learning process. As the result, the students' reading comprehension improves significantly. A teacher has to know which materials work best in the class by considering students' learning motivation. She or he must use teaching materials that can improve her or his students' learning motivation during the teaching and learning process.

Internet-based material is one of the teaching materials requiring highly motivated students in learning. It is so because it offers the students vast unlimited resources. It also provides the students in exciting opportunities for communication projects and it is beneficial for classroom expansion. By using these materials, it can trigger the students' motivation. Besides, the teacher also needs to make good preparations in finding the materials. The teacher should search the materials which are suitable to the students. By using internet-based material, the lesson is expected to be successful and meaningful. When the students find themselves interested in the materials they will have high learning motivation in joining the lessons and they will have positive attitude toward learning.

Besides, the result of the research also shows that high motivated students have a better reading comprehension than low motivated students. High motivated students have awareness that learning English is their need. It is not only for getting good scores but also for achieving good reading comprehension. It means that internet-based material is more

appropriate used for high motivated students in improving their reading comprehension.

Suggestions

For the lecturers or teachers

The material will stimulate the students to have a better reading comprehension. Moreover, as the educator and facilitator, the teacher plays an important role in the classroom. They have to be able to manage and also to know what things are good for their students. They also should be able to be a motivator to encourage the students to comprehend the reading.

Internet-based material can improve the students' reading comprehension abilities in universities level. It explores some great materials from internet. The teachers or lectures should be aware that they are not the only source of knowledge in class. Besides, one of the factors in teaching and learning reading comprehension is the students' psychological condition including their motivation to learn. So, the teachers or lectures have to know how far their students' motivation in learning is.

For the students

As the university students, they have to be more active in learning and should not consider their lecture as the only source to learn. They have to open their mind to use various sources to get new knowledge in reading. They should have awareness and high learning motivation in reading since the higher motivation they possess the better reading comprehension they will achieve.

Internet-based materials are good way for university students to get knowledge, beside textbook materials, because they live in globalization era and they have to open their mind for the electronic world. As university students, they have to be more diligent, innovative, creative, and academically active not only in class but also out of class. They should improve their soft skill and hard skill to study reading comprehension

by themselves not depending on their lecturers.

For the other researchers

The result of this research, hopefully, can urge other researchers to conduct further research concerning with the materials used and the role of learning motivation to improve the students' reading comprehension.

Moreover, this experimental research is not the end for the improvement of the teaching materials used. Eventhough, the result of the data analysis of this research shows that the internet-based material is better to teach reading comprehension to university students. In this case, it does not mean that textbook material is worse.

This research has some weaknesses, which enable others researchers to conduct a better research. It can be developed into a wider point of view. Last but not least, it is only the beginning and it can become a reference for other researchers.

BIBLIOGRAPHY

- Aebersold, Jo-Ann and Field, Marry Lee. 1997 *From Reader to Reading Teacher: Issues and Strategies for second Language Classroom*. Cambridge: University Press.
- Aebersold, Jo-Ann and Field, Marry Lee. 2000. *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*. New York: Longman Inc.
- Arikunto, Suharsimi. 1993. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT. Bumi Aksara.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi V. Jakarta: Rineka Cipta.
- Ary, Donald., Jacobs, Lucy., & Razavieh, Asghar. 1985. *Introduction to Research In Education*. New York: CBS College Publishing.

- Beck, Robert. 1990. *Motivation: Theories and Principles*. Englewood Cliff: Prentice-Hall.
- Bhaskarsharif. 2007. OPPAPERS.COM: 01/25/2007, 01:50 PM. Retrieved September 8, 2009 from: <http://www.oppaers.com/essays/Theories-Motivation/104762>
- Blaxter, Loraine, Hughe, Christina & Tight, Malcolm. 1995. *How to Research*. Buckingham: Open University Press.
- Boekaerts, Monique. 2002. *Motivation to Learn*. Geneva: SADAQ, Belegarde. Retrieved November 20, 2009 from: <http://www.ibe.unesco.org/publications>
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy: 2nd Edition*. New York: Longman Inc.
- Brown, H. Douglas. 2001. *Principles of Language Learning and Teaching*. New Jersey: Longman.
- Campbell, Colin and Kryyszweska, Hanna. 1968. *Toward Teaching*. Oxford: Heinemann.
- Christense, Larry. 2000. *Educational Research (Quantitative and Qualitative Approach)*. Boston: Allyn and Bacon.
- Coiro, Julie. 2003. *Reading Online Journal*. Retrieved July 15, 2010 from: http://www.readingonline.org/electronic/elec_index.asp?HREF=/electronic/rt/2-03_Column/index.html
- Collins English Dictionary and Thesaurus. 2009. Retrieved June 8, 2009 from: http://reversodictionary/Collins_Dictionary&Thesaurus/MOTIVATION.htm
- Crawford, Enrico S. 2000. *National Reading Panel Journal: Teaching Reading Comprehension for Industrial Students*. Vol. 5, No. 2, February 2000. Retrieved Nov 15, 2009 from: <http://>

- www.ccreadnet.edu/journal/Level/Of/Reading/Comprehension/process.shtml#teaching15%university.html.
- Dardjowodjojo, Soenjono. 2005. *Psikolinguistik*. Jakarta: Yayasan Obor Indonesia.
- Davis, Barbara Gross. 2009. *Tools for Teaching Journal*. Copyright by Jossey-Bass. Retrieved July 15, 2010 from: <http://honolulu.hawaii.edu/intranet/committees/FacDerCom/guidebk/teachtip/motiv.htm>
- De Boer, John and Dallmann, Martha. 1964. *The Teaching of Reading: Revised Edition*. New York: Holt, Rinehart & Winston Inc.
- Development Teach Target Forum. 2005. Retrieved June 8, 2009 from: http://searchwindevelopment.teachtarget.com/sDefinition/0,,sid8_gci212370.00html
- Elliot, Stephen. et. al. 2000. *Educational Psychology: Effective Teaching, Effective Learning*. Boston: Mc. GrawHill.
- Fink, Arline. 1995. *How to Sample in Surveys*. Thousand Oaks, CA: Sage Publication. Inc.
- Fraenkel, Jak R and Wallen, Norman E. 1993. *How to Design and Evaluate Redearch in Education: 2nd Edition*. Singapore: McGraw-Hill Book Co.
- Google's Glossary. 2009. Retrieved June 8, 2009 from: http://www.google.com/searchh?hl=en&q=define:Reading+comp rehension&sa=X&oi=glossary_definition&ct=title
- Grabe, William and Stoller, Fredricka L. 2002. *Teaching and Researching Reading*. Essex: Longman.
- Heilman, Arthur W.; Blair, Timothy, R; and Rupley, William H. 1981. *Principles of Practices of Teaching Reading*. Ohio: Bell

- & Howel Company.
- Henson, Kenneth T and Eller, Ben F. 1999. *Educational Psychology for Effective Teaching*. Belmont, CA: Wadsworth Publishing Company.
- Izmi, Zakwan. 2009. *Motivating Students in Practicing reading Comprehension through Web-Based Reading Material*. Retrieved July 15, 2010 from <http://menulisbersamaaswir.blogspot.com/2010/04/motivating-students-in-practicing.html>.
- Johnson, Burke and Christensen, Lary. 2000. *Educational Research. "Quantitative and Qualitative Research"*. Boston: Allyn & Bacon.
- Masson, Emanuel and Bramble, William. 1997. *Research in Education and the Behavioral Sciences: Concepts and Methods*. Madison: Brown and Benchmark.
- Non Commissioned Officer (NCO) Primary Leadership Subjects. 1997. *Reading Comprehension, Study Methods, and Management Skills: Edition B, Sub Course PD2201*. Virginia: United States Army Training Support Center & The Army Institute for Professional Development, The Army Correspondence Course Program Publishing. Retrieved Nov 10, 2009 from: <http://www.searchadvancedcomprehension.14803084/Memoryus-Army-Course-Reading-Comprehension-Study-Methods-And-Time-Management-Skills.pdf>
- Nunan, David. 1992. *Research Methods in Languages Learning*. Cambridge: Cambridge University Press.
- Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin Group Publisher.

- Nuttal, Christine. 1996. *Teaching Reading Skills in A Foreign Language*. Oxford: Heinemann.
- Ornstein, Allan. C. and Lasley, II, Thomas J. 2000. *Strategies for Effective Teaching, Third Edition*. Chicago: The McGraw-Hill Companies, Inc.
- Paya, Fransisco.R. 2003. *What is Motivation*. Retrieved June 8, 2009 from: <http://homepages.socialpsychology.ac.uk/Fransisco.R.Paya/What-Is-Motivation/distance.htm>
- Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University.
- Richards, Jack and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching: Second Edition*. Cambridge: Cambridge University Press.
- Roestiyah. 1991. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Sardiman, 2001. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Selami Aydin. 2007. *Humanising Language Teaching Journal*. Year 9; Issue 1; January 07. In Association with Pilgrims English Language Forum. Retrieved Nov 10, 2009 from: <http://www.hltmag.co.uk/jan07/start02.htm>
- Simanjuntak, Pasaribu. 1986. *Proses Belajar Mengajar*. Bandung: Tarsito.
- Siregar, Syafaruddin. 2004. *Statistik Terapan*. Jakarta: Grasindo.
- Somekh. B. 1998. *Internet_Based Material*. Retrieved June 8, 2009 from: http://www.cti.co.uk/publ/actlea/internet_based_material/homuel.uk/cbl.htm
- Sudijono. Anas. Prof. Drs., 1996. *Pengantar Evaluasi Pendidikan*. Jakarta: PT. Rajagrafindo Persada.

- Tait, W.H. 1998. Internet-Based Learning and Material. Retrieved July 20, 2009 from: <http://homepages.uel.ac.uk/W.H.Tait/Internet-Based-Learning-and-Materials/Cibl.htm>
- Tally, W and Estes, T. H. (2001). International Reading Association: Reading Comprehension as an Experimental Research. Teaching Reading Comprehension for Advanced Learner, Vol. VIII, No. 15, August 2001. Retrieved November 10, 2009 from: http://www.reading.org/Reading_Experimental_Research/advanced/readreport/readingcomprehension/readuniv598_index.asp?journal=/electronic/library8-01/index.html
- Teller, D and Gray, P. 2000. How to Use the Internet in ELT. Essex: Longman.
- The Federal Networking Council (FNC). 2007. Retrieved July 2, 2009 from: http://www.nitrd.gov.fnc?Internet_res.htm
- The Free Online Dictionary. 2009. Thesaurus and Encyclopedia. Retrieved June 8, 2009 from: <http://www.thefreedictionary.com/comprehension.htm>
- Tuckman, Bruce W. 1999. Conducting Educational Research, Second Edition. Harcourt Brace Jovanovich, Inc.
- Urguhart, Sandy and Weir, Cyrill. 1998. Reading in A Second Language Process, Product and Practice. London: Longman.
- Wahyuni, Dewi Sri. 2008. The Effectiveness of Inquiry-Based Teaching for Teaching Reading Comprehension of Advanced Level Students Viewed from Their Motivation to Learn (An Experimental Research on the Reading 3 Class of English Education Program Sebelas Maret University in Academic Year 2008/2009). Surakarta.
- Wikipedia, The Free Encyclopedia. 2009. Retrieved June 8, 2009 from: <http://www.wikipedia.org/wiki/comprehension>.

meaning

- Wikipedia, The Free Encyclopedia. 2009. Retrieved June 8, 2009 from: <http://en.wikipedia.org/wiki/Internet>
- Williams, E. 1986. Reading in Language Classroom. London: Macmillan.
- Williams, Marion and Burden, Roberl L. 1997. Psychology for Language Teachers: A Social Constructivist Approach. Cambridge: Cambridge University Press.
- Youth Learn Community. 2007. Learning Approach Inquiry. Retrieved July 20, 2009 from: <http://www.youthleran.org/learning/approach/inquiry.asp>

DINA DESTARI, SS., M.Pd

READING COMPREHENSION
through
INTERNET-BASED MATERIAL

EDITOR:
Drs. H.M. SAID HUSIN, MA
BANDUNG, M.Pd

This book is aimed at finding out whether internet-based material is more effective than textbook material to teach reading comprehension; to find out whether students who have high learning motivation have better reading comprehension than those who have low motivation; and to find out whether there is an interaction between the teaching materials and students' learning motivation for teaching

ISBN: 978-979-19328-4-4

PENERBIT

Dialektika

Jl. Semanggi II No. 05 Rt.03/03 Ciputat