

## A RELATIONSHIP BETWEEN KNOWLEDGE INSPIRATION, LANGUAGE PROFICIENCY AND LESSONABILITY

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### **Abstract**

*This study is expected to discover: (1) There is a relationship between of knowledge inspiration and language proficiency; (2) There is a relationship between language proficiency and lesson ability and (3) There is a relationship between knowledge inspiration, language proficiency and lesson ability. The study is directed by January – April 2019 in the second semester understudies, scholastic year 2018-2019. The information of the exploration is gathered utilizing survey to gather the information of understudies' knowledge inspiration and experiment to gather the information of language proficiency and lesson ability. The data are then being explored utilizing basic connection and various straight relapse. The study discoveries show that (1) There is a positive relationship in the midst of knowledge inspiration and language proficiency ( $r_{y1} = 0.745 > r_{table} = 0.205$ ); (2) There is critical positive relationship between language proficiency and lesson ability ( $0.720 > 0.205$ ); (3) There is a positive relationship between knowledge inspiration, language proficiency and lesson ability ( $F_{perception} 91.941 > F_{table} 3.11$ ).*

**Keywords:** *Knowledge Inspiration, Language Proficiency, Lesson Ability*

### **Introduction**

Lesson is one of language abilities noted as a piece of significant capacity in widening readers' points of view, allowing them an opportunity to eye the public. The capacity to peruse engages the readers to assume responsibility for them insight and further to choose their future. Having lesson ability will ease one in getting data and information. This ability will likewise be a helpful intend to acquire successful in scholarly.

Lesson is one of abilities which ought to be dominated by understudies. Reading implies understanding the content. In language picking up, reading assumes a significant part in dominating other language abilities (Nanda, 2019). Reading these days isn't gained separated from different abilities. It ought to be coordinated and placed in entire setting (comprehensive). To accomplish this, the help of language components like vocabulary and syntax, and the presence of a suitable understanding methodology or on the other hand sample are required. Perusing without comprehension won't mean as lesson. The effective of lesson is impacted by numerous elements. Those components come from one or the other inside or outside the person of student, both identified with semantic variables or non-phonetic elements.

(Nunan, 2013) reveals that inspiration and learning demeanor are significant indicators of accomplishment. In connection because of that assertion, (Slavin, 2013) postulates that understudies who are exceptionally energetic to learn something are more probable than others to intentionally design their learning, to do a learning plan, and to hold the data they acquire.

Inspiration and commitment add to understanding appreciation. It is progressively apparent that the obtaining of understanding techniques and perusing appreciation abilities requests a lot of exertion and inspiration and that exceptional instructors put considerable moment and spirit in supporting understudies' inspiration and commitment in reading. One explanation that inspiration and commitment may impact the improvement of reading appreciation is that propelled understudies ordinarily need to comprehend text content completely and, consequently, measure data profoundly. As they read as often as possible with these intellectual purposes, inspired understudies acquire in perusing appreciation capability (Guthrie et al., 2014).

Understudies with high inspiration to learn English will exceptional set themselves up to draw during the time spent educating and learning in the homeroom. Instructors, guardians or eyewitness will be not difficult to perceive understudy with high inspiration to learn and will likewise be not difficult to vary them with one with low inspiration. Understudies with high inspiration will like to peruse more books, pose numerous inquiries to instructors, do the activities, open themselves to English language utilizing, attempting to utilize their English expertise to speak with others, or cheerfully participate during the time spent educating and studying English. In the interim, understudies with low inspiration as a rule have no solid will to take part during the time spent educating and learning English. They infrequently pose inquiries despite the fact that they don't comprehend the subject. They should be constrained by instructor or guardians to peruse the volume, do the activities, and additionally do the assignments from educator. Understudies with low inspiration as a rule accept English content when a troublesome or truly full the most troublesome content to be studied.

The low or high inspiration to learn English at long last affected the aftereffect prior the knowledge. The higher inspiration will bring about higher accomplishment, while the lower one will likewise result the lower accomplishment. It implies that the high inspiration has urged and upheld understudies to invest the entirety of their energy to dominate English subject. It drives them to improve bring about the test or assessment. Characteristically persuaded understudies improve in homeroom exercises, since they are preferably and anxious to learn new things. Their learning experience is more significant and they go further into the subject to completely get it.

Another factor impacts the effective of reading is etymological factors like information on vocabulary, information on syntax, information on accentuation, and diverse piece of speech. The compelling of perusing also needs the data on the world. Guthrie et al. (2014: 405) argues that perusing understanding is related with a scope of psychological and metacognitive techniques. Guthrie's assertion suggests that one ought to have legitimate information on the world to comprehend the content. One will neglect to comprehend the significance of any content except if he as of now has legitimate foundation information. Hence, the ability of understudies to read English content relies upon their abilities and information. To acquire ability in reading, one ought to have those abilities and information.

What's more, Marine (2011) contend that there are six general segment abilities and information regions which are engaged with the way toward perusing. Sure, of them are (1) language and essential data, (2) formal talk structure information, and (3) content/word foundation information. This assertion additionally proposes understudies to have the entirety of the three information's to be powerful in perusing. This assertion concurs with the consequence of exploration directed by (Cabaroglu, Neseand Yurdaisik, 2014). It is discovered that the main issues teachers face in a perusing class is the obscure jargon and new subject. Most understudies experience issues in understanding the content since they need more vocabulary information and information as for the subject. When (Cabaroglu & Yurdaisik, 2014) express no content appreciation is conceivable outside concluding the content's jargon and it has subsisted reliably shown that perusing perception is emphatically identified with jargon information, more unequivocally than to different parts of perusing.

Second language perusing appreciation is influenced by jargon independently (Chen, 2011). The broadness of jargon data when in doubt is tended to as jargon size, which suggests the amounts of the terms that second speech understudies know, rather than focusing on how well understudies know given words. (Langan, 2014) talks that jargon assumes significant part in perusing. A peruse could have all of understanding abilities, yet be blocked in understanding a content if the jargon of the content was not of their schematic information.

Language Proficiency and lesson ability cannot be separated, because both of them relate to each other. By having and mastery language proficiency we will know the meaning of language in the context. It can also help to avoid making mistake in understanding. Readers cannot understand what they learn to read without knowing what most of the word mean. It can be concluded that the students who have high skill of language proficiency, they will easy to understand the text. While students who have low skill of vocabulary mastery, they will get the difficulty to understand the text. It can be concluded that students' language proficiency contribute in students' lesson ability, then both of them need internal factor that is knowledge inspiration.

In light of the clarification over, the writer plans to examine the relationship between knowledge inspiration and language proficiency and lesson ability. The issues of this exploration are formed as follow.

1. Is there any certain relationship between knowledge inspiration and lesson ability of the subsequent semester understudies of STIA Satya Negara Palembang in scholastic year 2018-2019?
2. Is there any certain relationship between language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in academic year 2018-2019?
3. Is there any certain relationship between knowledge inspiration, language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in academic year 2018-2019?

Also, the motivations behind this examination are expressed the following.

1. To see if there is a relationship between knowledge inspiration and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholastic year 2018-2019.
2. To see if there is a relationship between language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholarly year 2018-2019
3. To see if there is a relationship between knowledge inspiration, language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholastic year 2018-2019.

### **Analysis of Knowledge Inspiration**

Knowledge inspiration is all of interior and mental drive which pushes or prompts understudies to assess and to recognize, which warrant the sanity of examining exercises and which gives the objective to be refined (Winkel, 2015). One of the gigantic keys to inspiration is the incredible relationship of understudies in their own learning. Addressing is a moderately helpless strategy for educating. It is smarter to get understudies engaged with exercises, bunch critical thinking works out, assisting with choosing what to do and the most ideal approach to do it, helping the educator, working with one another, etc. More brilliant understudies will likewise consider themselves to be essential, basic, and contributing pieces of the learning cycle through support like this.

(Hatch, 2013) categorized inspiration into two types; they are coordinated inspiration and instrumental inspiration. Coordinated inspiration is inspiration is characterized as the student's direction concerning the objective of learning a subsequent language. It is believed that understudies who are best when learning an objective language are the individuals who like individuals that communicate in the language, appreciate the way of life and want to get comfortable with or even coordinate into the general public in which the language is utilized. This type of inspiration is known as incorporate motivation. Coordinate motivation is described by the understudy's inspirational perspectives towards the objective language bunch and the longing to

incorporate into the objective language local area. At the point when somebody become an inhabitant in a couple of local area that utilizes the objective language in its social connection, coordinated inspiration is a vital segment in helping the understudy to foster a few levels of capability the language. Instrumental inspiration in contrast to coordinated inspiration is the type of motivation alluded to as instrument motivation. It is useful justification learning the objective language, for example, work advancement, or a language prerequisite. This is for the most part portrayed by the longing to acquire something commonsense or concrete from the investigation of a second language. With instrumental motivation the reason for language securing is more utilitarian, instrumental motivation is regularly normal for second language obtaining, where practically zero social coordination of the understudy into a local area utilizing the objective language happens, or in certain examples is even wanted.

(Narayan, 2012)) characterizes a motivated student as 1) positive undertaking direction: The understudy will handle errands and challenges, and believes in their prosperity, 2) Ego-inclusion : The understudy thinks that it's imperative to prevail with regards to learning to keep up and advance their own mental self-view, 3) need for accomplishment: The understudy has a need to accomplish, to beat troubles and prevail in what the person decides to do, 4) high desire: The understudy is aggressive, goes for requesting difficulties, high capability, top evaluations, 5) Goal direction: The understudy is very much aware of the objectives of learning, or of explicit learning exercises, and coordinates their endeavors towards accomplishing them, 6) Perseverance: The understudy reliably puts an undeniable degree of exertion in learning, and isn't debilitate by setbacks or obvious absence of progress, 7) Tolerance of uncertainty: the understudy isn't upset of disappointed by circumstance including a transitory absence of comprehension or disarray; the individual in question can live with these persistently, in the certainty that understanding will come later. So it very well may be reason that understudies' inspiration has been generally acknowledged as a key factor which impacts the rate and accomplishment of second/unknown dialect learning.

In light of the clarification over, the writer reaches a determination that knowledge inspiration is an inward and external drive or power or want, comprise of inherent and extraneous elements which powers understudy to connect effectively in studying English so his specific goals can be accomplished effectively.

### **Analysis of Language Proficiency**

As demonstrated by (Manser, 2012) in the Oxford Learners Dictionary language is the hard and fast number of words in a language, all words known by an individual or used in a particular book, subject, or an overview of words with their suggestions. Webster (2013) argues that language suggests the words that make up a language.

It likewise implies the entirety of the words lead and utilized by an individual, a rundown or assortment of words and expressions ordinarily one after another in order orchestrated and clarified or characterize, a rundown or assortment of names or programs accessible for sure, a total or supply of term utilized by a speech gathering, character or create or in a flat information. Considering the depiction over, it will in general be contemplated that jargon is the finished number of words in a particular language that an individual knows or occupations.

Hatch (2013) defines vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of a language might use. According to (Linse, 2016)), vocabulary is the collection of words that an individual knows. Furthermore, (McCarthy, 2014) states that vocabulary consists of words, 'freestanding items of language that have meaning'.

In view of the clarification over, jargon is the complete number of words in a specific language that an individual knows or uses, while dominance implies as exhaustive information. At that point, vocabulary dominance implies as a thorough information on jargon that one knows or employments.

## Analysis of Lesson Ability

Current research generally views lesson as an interactive, sociocognitive interaction, including a book, a reader, and a social setting inside which the action happens (Anne, 2014) lesson is furthermore about understanding created works. It is a many-sided development that incorporates both wisdom and thought. Lesson contains two related cycles: word affirmation and insight. Word affirmation implies the route toward perceiving how made pictures contrast with one's conveyed in language. Understanding is the way toward sorting out expressions, findings and associated text (Pang, E.S, A. Muaka. E. B. Bernhardt, 2013) To change into a decent reader, one ought to have the ability to examine the substance or getting limit. The word ability can be portrayed as the ability to convey and fathom the sentences of a given language, and recognize sketchy and freak sentences (Johnson DW & Johnson, R, 2011) Accordingly, lesson skill can be characterized as the capacity of somebody to comprehend the sentences of English composed content, and comprehend the significance of findings bear in the content.

(Richards L., Jack., 2012) state that "lesson ability is the principally reason for lesson (however this is now and then disregarded when understudies are approached to peruse excessively troublesome writings): raising understudy's consciousness of principle thoughts in a content and investigating the association of a book are fundamental for acceptable perception.

Ability is very essential in lesson process. Someone does not really read if he or she does not understand what is being read, even if he or she can pronounce the words perfectly, Lesson Ability means comprehending or understanding new information and ideas presented in the printed page and utilizing them as the application of interaction between the reader and author.

## Reason

### *The relationship between knowledge inspiration and lesson ability*

The low or high inspiration to learn English finally affected the delayed consequence from contemplating. It is acknowledged that the higher inspiration will achieve higher achievement, while the lower one will in like manner achieve the lower achievement.

### *The relationship between language proficiency and lesson ability*

Understanding English substance necessities understanding the meaning of language in setting. It also infers that it is unbelievable to hope to achieve appreciation, moreover for neighborhood talkers or second language understudies, without understanding the language in the understanding content. Thusly, it is acknowledged that to have extraordinary understanding capacity, one should similarly have incredible language dominance.

### *The relationship between knowledge inspiration, language proficiency and lesson ability*

Information Inspiration and language proficiency are normal meanwhile have relationship with understanding capacity. Understudies who like perusing will in like manner cultivate their language authority. Improving language is required lead to improving understanding capacity.

## Hypothesis

1. There is a relationship between knowledge inspiration and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholastic year 2018-2019.
2. There is a relationship between language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholarly year 2018-2019.
3. There is a relationship between knowledge inspiration, language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholastic year 2018-2019.

## Factual Thesis

1. First Speculation
 

Ho (Null speculation)	: $\mu_1 = 0$
Ha (Alternative theory)	: $\mu_1 > 0$

$\rho_{y1}$	: The coefficient of relationship between knowledge inspiration and reading ability
<b>2. Second Speculation</b>	
$H_0$ (Null speculation)	: $\rho_{y2} = 0$
$H_a$ (Alternative theory)	: $\rho_{y2} > 0$
$\rho_{y1}$	: The coefficient of relationship between vocabulary and reading ability
<b>3. Third Speculation</b>	
$H_0$ (Null speculation)	: $\rho_{y12} = 0$
$H_a$ (Alternative theory)	: $\rho_{y12} > 0$
$\rho_{y12}$	: The coefficient of relationship between knowledge inspiration vocabulary and reading ability

### Analysis Strategy

This study exist a relationship study that studies the relationship among three variables, to wit knowledge inspiration, language proficiency, and lesson ability.

The Technique of Collecting the Data

#### The Technique of Collecting the Data

According to (Arikunto, 2012)) "data collecting tool that is collected in quantitative research can be conducted by giving the test to measure the subject that will be observed." In this research, the data were collected by giving the tests to the students. Moreover, in applying the test the researcher had a questionnaire for knowledge inspiration, the survey included 50 verbalizations with four alternatives of answer: :(a)very agree,(b)agree,(c)disagree, and(d) very disagree. The score ranges from 1 to 4.

The preliminary of language proficiency is target essay as different choice model. Exist four decisions answers in all things, including one right response and three disturbers. There are 75 things will be used to measure understudies language proficiency. The scoring system to the test is isolating the correct answer by 75 and a short time later expanding it by 100. Hence, the most essential score is 100 and the most un-one is 0.

The preliminary of lesson ability capacity is target test as various choice model. Exist four decisions answers in all things, involving one right answer and three destructors. There are 75 things will be used to measure understudies' getting capacity. The scoring system in the test is separating the correct answer by 75 and thereafter expanding it by 100. Along these lines, the most critical score is 100 and the most un-one is 0.

#### The Technique of Analyzing the Data

The information acquired from poll and lesson test was then being broke down utilizing straightforward relationship and different direct relapse. The fundamental that talking that there is positive and basic connection between knowledge inspiration and understanding capacity and the second hypothesis which was talking that there is positive and immense connection between language dominance and perusing capacity were tried utilizing straightforward relationship or Pearson Product (Sugiyono, 2012)

The after effect of the calculation can be deciphered to discover how much the factors are connected. Moreover, for test the final theory that saying that there is a positive and critical relationship in the midst of knowledge inspiration, language proficiency and lesson ability, the analyst utilized the equation of numerous direct relapses. The equation by way of accompanying.

$$Y = a_0 + a_1X_1 + a_2 X_2$$

where:

$$a_0 = \text{Constanta}$$

Y = lesson ability  
X1 = Knowledge inspiration  
X2 = language proficiency  
a1, a2 = coefficient of predictor 1 and 2

The test was directed with the assistance of SPSS program for Windows. The coefficient of connection or R is huge if the worth of F perception is more prominent than the worth of F table. F examine is utilized to discover the importance relationship among two free factors at the same time toward subordinate variable.

The trial of R2 is utilized to discover the power of relationship between two free factors toward subordinate variable. The worth of R2 may found in the synopsis yield table in the consequence of SPSS 16.0 For Windows.

### Discussion of The Research Findings

The after effect of basic relationship examination between factors shows that knowledge inspiration and language proficiency have positive relationship to the lesson ability. A positive relationship infers that the addition of knowledge inspiration is followed by the augmentation of lesson ability. This result is happy occasion with the outcome of assessment drove by (Fazalur, Rahman, Jumani, 2014) about rousing and de-persuading factors among students. The results of this examination revealed an immense relationship between the inspiration and insightful achievement of the understudies especially on the English subject. the increment of knowledge inspiration will be trailed by the increment of lesson ability. Then, the diminishing of knowledge inspiration authority will be trailed by the reduction of lesson ability.

(Slavin, 2013) expressed that inspiration is significant not just in getting understudies to participate in scholarly exercises yet in addition in deciding how significant understudies will gain amid the exercises they achieve or from data to that they uncovered. Inspiration can be known from their work and their willing in doing the activities of inspecting or learning. It suggests that high spurred understudy vary from the low roused one. One will be handily known as high inspiration or low inspiration understudies from their work and their willing in doing the exercises.

As (Rost, n.d.)inspiration gives a wellspring of energy that is liable for why students choose to put forth an attempt, how long they will support an action, how hard they will seek after it, and how associated they feel to the activity. In this way, convinced understudies wish have more energy to learn, to peruse more books, to introduce solicitations to instructors or different assets, and will have a definite and enormous objective to be reached. They love to peruse printed messages. They read more and attempt to see more. Their lesson expertise will be improved during their movement of lesson. In the opposite, unmotivated understudies need more energy to consider, reluctant to put forth an attempt to peruse English books, and don't have an accurate inspiration behind lesson or contemplating. They once in a while peruse English books and infrequently attempt to comprehend English content. Their lesson abilities won't be improved.

In this manner, the elevated inspiration can be trailed by the high of lesson ability and the low of inspiration will be trailed by the low of lesson ability. The consequence of basic relationship examination additionally exhibits that language proficiency have positive relationship to the lesson ability. A good relationship implies that the increment of language proficiency is trailed by the increment of lesson ability. The consequence of this examination is in accordance with the aftereffect of the exploration directed by (Chen, 2011) about The Impact of EFL Students' language Breadth of Knowledge on Literal lesson ability. The quantitative aftereffects of Chen's exploration showed that language broadness of information was related to exacting lesson cognizance.

The relationship in the midst of language proficiency and lesson ability is sufficient. It implies that the improvement of language proficiency will be trailed by the improvement of lesson

ability. There is an irrefutable reason that the capacity to comprehend the language extraordinarily relies upon one's information on language other than the other information on language itself. It must be understood that the understudies' capacity to read, to compose, to tune in, and to talk is molded by their language. In a relationship with lesson, it is absurd to expect to accomplish cognizance without understanding the language in the lesson content. The eventual outcome of the investigation is as (Mc Carthy, 2014) that the more grounded the language information the EFL understudy has, the better perusing understanding the peruse will accomplish.

Individuals need to comprehend language before they can comprehend the importance of the content. Restricted language dominance will end them in understanding the significance of a particularly English book. Actually, belongs language proficiency will be expanded by seriously lesson. It implies that lesson more books or more English content will add more language to one's language proficiency.

### Conclusion and Suggestion

In light of the aftereffect of the acquire, it very well may be closed as postdate.

1. There is a positive relationship between knowledge inspiration and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholarly year 2018-2019 ( $r_1 = 0.745 > r_{table} = 0.205$ ). It implies that lesson ability will follow the increment or the reduction of knowledge inspiration.
2. There is a positive relationship between language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholarly year 2018-2019 ( $0.720 > 0.205$ ). It implies that lesson ability will follow the expansion or the reduction of language proficiency.
3. There is a positive relationship between knowledge inspiration, language proficiency and lesson ability of the second semester understudies of STIA Satya Negara Palembang in scholarly year 2018-2019 ( $F_{perception} = 91.941 > F_{table} = 3.11$ ). It implies that lesson ability will at the same time follow the expansion and reduction of knowledge inspiration and language proficiency.

In view of the aftereffect of the examination and suggestion over, the author recommends that understudies' knowledge inspiration ought to be kept up and raised utilizing characteristic or extraneous inspiration, for instance by giving award, by liking understudies for doing the schoolwork, by making an appreciate full cycle of educating, and so on the essayist additionally recommends that the understudies' language proficiency ought to be expanded. This can be acknowledged by urging understudies to understand an ever-increasing number of writings. Lesson will add understudies' language proficiency. Understudies ought to subsequently be furnished with freedoms to peruse fascinating writings. The educator ought to likewise give openings for understudies to rehearse their new scholarly language recorded as a hard copy or lesson. This will make understudies' language proficiency expanded.

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