



## **The Use of Volitional Strategies to Foster Students' Reading Motivation**

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**Abstract.** This study was aimed to describe the teacher's implementations and the students' perceptions in the use of volitional strategy to foster students' reading motivation at SMPN 54 Surabaya. As this study was aimed to describe the findings, it was identified as a descriptive qualitative study. The subjects of this study were 7I class of SMPN 54 Surabaya the researcher who is the English teacher. In this study the instruments were Observation Field Note and Questionnaires. The steps of data collection procedure were field note, questionnaire, and observation. The steps of data analysis in this study were data reduction and data display. The results of study showed that the students were able to perform a desired action even when there was interference or other alternative actions provided to them as a result of the process of managing willingness, as discussed in this framework. Results of the questionnaire clearly demonstrated the perceptions of the students in class 7-I at SMPN 54 Surabaya regarding the implementation of the use of volitional strategy in the academic year 2020/2021, as demonstrated by the fact that a large number of the 20 students agreed with the collected data taken from the questionnaire items.

**Keywords:** *volitional strategy, reading, motivation*

**Abstrak.** Penelitian ini bertujuan untuk mendeskripsikan implementasi guru dan persepsi siswa dalam penggunaan strategi volitional untuk menumbuhkan motivasi membaca siswa di SMPN 54 Surabaya. Karena penelitian ini bertujuan untuk mendeskripsikan temuan, maka penelitian ini diidentifikasi sebagai penelitian kualitatif deskriptif. Subyek penelitian ini adalah siswa kelas 7I SMPN 54 Surabaya peneliti yang merupakan guru bahasa Inggris. Dalam penelitian ini instrumen yang digunakan adalah Observasi Catatan Lapangan dan Kuesioner. Langkah-langkah prosedur pengumpulan data adalah catatan lapangan, angket, dan observasi. Langkah-langkah analisis data dalam penelitian ini adalah reduksi data dan display data. Hasil penelitian menunjukkan bahwa siswa mampu melakukan tindakan yang diinginkan bahkan ketika ada gangguan atau tindakan alternatif lain yang diberikan kepada mereka sebagai hasil dari proses mengelola kemauan, seperti yang dibahas dalam kerangka ini. Hasil angket dengan jelas menunjukkan persepsi siswa kelas 7-I SMPN 54 Surabaya tentang penerapan strategi volitional pada tahun ajaran 2020/2021, yang ditunjukkan dengan banyaknya jumlah siswa yang berjumlah 20 orang. setuju dengan data yang dikumpulkan diambil dari item kuesioner.

**Kata kunci:** *strategi kemauan, membaca, motivasi*

## INTRODUCTION

English is a global language that is used in every aspect of people's lives around the world. Science, journalism, theory, philosophy, and a slew of other subjects can be learned from countries where the majority of the literature is written in English. Being able to read in English has become increasingly important for everyone in order to broaden their horizons and increase their knowledge. In support of the view, the fact that reading has become a regular part of our lives provides evidence. People read a variety of written materials in English, including newspaper articles, magazines, and academic publications. Thus, reading is one of the most important skills in English since it contributes to the development of a more educated society. Tighe & Schatschneider (2016), argued that reading is an enormously important skill for students to have in order to achieve high levels of achievement in school (Luckner & Michele, 2008), and that reading is a fundamental skill for students to have in order to achieve high levels of achievement in school (Kieffer & Vukovic, 2013).

Given the importance of reading abilities in students' lives, several influential theorists (Kieffer, for example) have turned their attention to this issue (Saunders, 2007). Having good reading skills is important because it helps people achieve their goals and contributes to the prosperity of a nation. All countries require this skill in order to remain competitive on a global scale, and it is essential for the development of human resource. Indonesians, on the other hand, continue to believe that they may attain their goals even if they are illiterate (Rusyana, 1984). Despite the fact that Indonesia does not trail behind in terms of literacy level, the majority of Indonesians still have a poor interest in reading and require assistance in maintaining and improving their reading abilities (Lowenberg, 2000). Reading is the major objective of language learning, which is an expertise and part of the curriculum. Its aim is to assist students to accurately read and grasp the textual sources. It is thus important to read correctly to understand the target language. It is not difficult for students who read the book in their own language to read it. However, they have trouble reading in a foreign language. According to Badawi (1992:18), the ability of the kids to learn reading has numerous factors: The motivation can be characterized as conceptual development based on external and internal incentives. The experimental context then influences the reader's prior knowledge and language skill, so that the reader understands and competes what he/she has read.

According to Grellet (1986:4), there are two primary motives for reading: the first is for pleasure, and the second is for information. Those factors may influence our decision to read as much as possible in order to gain a great deal of information, knowledge, enjoyment, and even problem-solving opportunities from the activity of reading. As a result, the capacity to read text in any format will provide a plethora of benefits in our daily lives. Many elements influence the process of reading, including readers, reading materials, reading skills, and motivation for reading. Of the different aspects that influence the process of reading, motivation is one of the most significant. A study conducted by Melekoglu and Wilkerson (2013) found that motivation to read is an important component in both reading activities and improvement of reading skills. This factor has an impact on other aspects of good reading. Motivation is defined as a reason for taking action, being willing, and having a purpose. Motivation is a need that must be met in order to be fulfilled. Needs and desires can be met through the impact of culture and society. Extrinsic motivation is influenced by external forces, but intrinsic motivation is influenced by one's own internal motivation (Richard M. & Edward L., 2000).

Motivation for reading will assist students attain success in reading the determining component of reading achievement. Study by Morgan & Fuchs (2007) demonstrates a very close association between the motivation and reading ability. The passion for reading also boosts the reading ability of students (Gottfried,1985; Kwon & Linderholm, 2014; McGeown, Osborne,

Warhurst, Norgate & Duncan, 2016; Gilakjani & Sabouri, 2016). Students with a good reading motivation will read actively. Good readers read 200 times more than poor readers, which suggests that the motivation to read is one of the major things learners can read (Quirk, Flugel & Webb, 2009). In other words, for increased reading skills, high intensity reading is needed (Leppanen, Aunola, & Nurmi, 2005). Reading motivation is a must in order to get a high intensity or longer time to read (Moller & Wigfield, 2012). Appropriate methods are necessary to enhance reading motivation so that reading intensity continues to increase. One such measure is through learning tactics, which can keep student readers motivated. As Keller (2010) says, it is vital to maintain an enhanced incentive to learn so intensive learning arises. In order to encourage motivation, some self-control tactics are important. In practice, reading lessons aimed at strengthening the drive to read through volitional strategy are conducted through comprehensive passage technologies. Understanding is taught by graph-phonemic decoding, vocabulary development, grammar, understanding, and understanding of discourses. Reading involves a comprehension of the sounds of speech (Ecalte, Magnan, & Gibert, 2006, Leicester & Twelvetrees, 2010) and vocabulary (Abraham, 2017). In addition, Jennings, et al. (2006) say that to read grammar and vocabulary efficiently.

In fact, most students find it difficult to read material because of the motivators of the students. Thus, individuals still have poor reading interests and must maintain and enhance their reading skills. Identifying the problem of kids understanding a book is crucial to succeed in teaching reading. Nuttall (1996:35) says that there are reasons why certain pupils have difficulties reading, particularly in understanding the material such as word methods, inappropriate tasks or incorrect texts. Students find different kinds of phrases and unexpected words when reading. Students have little motivation and no desire to read, these conditions were known when the teacher requested them to feel that their drive towards academics and other activities would be low. These include fear of failure, low self-esteem, the belief or sense that the content doesn't have a personal significance, or previous experience of failure. Based on the pre-observation conducted at SMPN 54 Surabaya especially in class 7-I, the researcher found that there were most of the students had difficulties in reading texts. They had difficulties in English so that a motivation in reading is less especially during online classroom in pandemic Covid-19. As a result, they could not achieve the Minimum Criteria of Success (*KKM = Kriteria Ketuntasan Minimum* which is  $\geq 75$ ). Moreover, to comprehend the reading text, they need to be fostered so the goals of learning would be achieved especially in reading. Thus, the appropriate strategy should be provided in order to solve the problems faced by students of class 7-I at SMPN 54 Surabaya. One of the suitable strategies which is proposed by the researcher is volitional strategy.

Volitional strategies are those which consciously pursue a learning objective, fight temptation and resist the want to depart with the backing of extrinsic decision or requirements (Wolters, C., & Rosenthal, H., 2000). A voluntary technique is one among the several learning strategies that might sustain enhanced motivation. A volition strategy works as an element in self-regulation, in order to protect, encourage and guide an action to reach the objective (Kuhl in Keller, 2010). Volitional control is exercised through the actions of students in order to control their own learning wants and impulses. This concept explains how a person can execute the desired action if interference or other alternative actions occur. The willingness control process. The chances for students to observe themselves enable them to evaluate performance comfortably. This can lead to motivational shifts (Guthrie et al., 1998). Corno (2001) further states that volitional self-regulation influences the successful completion of academic assignments by students (McCann & Turner, 2004).

Similarly, learning activities which adopt a volitional strategy require the development of self-control awareness (Efklides, 2008; Kromm, Färber & Holodynski, 2015; Wathen, 2010; for example, metacognitive awareness of learning tasks through the sensing, assessment and determination of the

learning task). The following are the aims of this study, which are based on the concerns as stated above:

1. To describe the teacher's implementations in the use of volitional strategy to foster students' reading motivation at SMPN 54 Surabaya.
2. To describe the students' perceptions in the use of volitional strategy to foster students' reading motivation at SMPN 54 Surabaya

## **METHOD**

### **Research Design**

Qualitative research was employed for the purpose of this research. Qualitative research is concerned with the meaning, concepts, definitions, characteristics, and descriptions of things; qualitative research is concerned with qualitative data (Dornyei, 2007). As a result of this study's gathering of results in description form, which demonstrates the data's natural characteristic, the researcher employed qualitative method to describe the information. Qualitative research is concerned with inductive analysis and grounded theory, and it is conducted in natural settings. It is interested in meaning, viewpoints, and understandings, and it stresses the process. According to Krathwohl (1993:740) and Wiersma (1995:12), qualitative research is defined as study in which phenomena are described in words rather than numerical or numerical measurements of significance. It needs to be noted that one of the objectives of this study was to observe and describe phenomena that occurred during the teaching and learning process using words rather than numbers. Volitional technique was used in this study to examine both the teacher's teaching activity and the students' reading comprehension. The data for this study were gathered by the researcher through observation. He entered the online classroom and took a control in the virtual activities so that he could observe the reading process being taught by the teacher as well as the activities of the students. This research was undertaken at SMPN 54 Surabaya. This research site was selected because the school was well-known for its high-quality instruction and because it offered a variety of resources to aid in the teaching and learning process, particularly in the area of English language instruction, such as internet access, radio broadcasting, and a library. In addition, this institution required students to use the English language in all teaching and learning activities, which resulted in some exceptional classrooms. As a result, the researcher was qualified to perform the research at this specific establishment. The class that the researcher chose was the seventh grade at SMPN 54 Surabaya, where the researcher, in addition to serving as the English teacher, implemented the use of volitional strategy for the students in a reading comprehension class at an online classroom were taught volitional strategies.

### **The Subjects of the Research**

The subjects of this study were the English teacher and students' reading comprehension. The teacher was chosen because he taught in this class and he implemented the use of volitional strategies in some reading comprehension classes, so that he taught in using this strategy and the students of 7-I SMPN 54 Surabaya whom the teacher implemented the foresting students' reading experience to teach in a reading comprehension class. There were 37 students in the class who were be taught reading material by the teacher in using volitional strategies.

## **Source of Data and Data**

The first, source data of this study was the teacher and his strategy of teaching strategy which was implemented to teach reading at SMPN 54 Surabaya in the academic year 2020/2021. The main data of the study were the teacher's activities in his teaching starting from beginning until the end of teaching which focusing to steps of volitional strategies, the planning phase and the implementation phase. The data included the teacher's verbal and non-verbal. Verbal behaviors involve teacher's instructions, questions, and explanations. It also includes the students' comment. Then, non-verbal behaviors involve teacher' and students' gestures, body movements, actions, and activities in the teaching and learning process. The source of the data was teacher who implemented phase of volitional strategies while teaching reading text and the students of seventh-I class of SMPN 54 Surabaya who were being taught reading comprehension using volitional strategies. The second data were the correlation of data, source of data, and data collection technique were interrelated. If the data were the teacher's words or sentences that describe the teacher's teaching activity in the classroom, the source of data was the teacher who was teaching. Therefore, the data collection technique was observation (Susanto, 2010:39).

## **Research Instruments**

A scientific instrument is tool used for scientific purposes, including the study of both natural phenomena and theoretical research (Hackmann, W. 2013). In this this study the instruments were Observation Field Note and Questionnaires. Field Note and Questionnaires were used to answer to first research question about the implementation of volitional strategy used by the English teacher at SMPN 54 Surabaya. Meanwhile, to answer the second research question, the researcher used the questionnaire.

## **Data Collection Procedures**

In an effort to answer two research questions, the data were collected using observation field note and questionnaire.

### ***a. Observation***

Observation is used for accomplishing the data related to students' activities during the implementation of the research (Burns, 1999: 87). In this research, the researcher collected the data toward the students' activities regarding the motivation. It was done to answer the first research question which consists the implementation of volitional strategy used by the English teacher at SMPN 54 Surabaya.

### ***b. Field note***

In this study, the data collection techniques were observation and check whether what was being taught was in accordance with what was researched. Observation was used to capture all phenomena that occur in the classroom when the teacher taught reading comprehension. Researcher became the class teacher from beginning to end in the teaching and learning process in the classroom. Observation was carried out by the companion teacher by focusing on how the volitional strategy's implementation phase was used by the English teacher in the online classroom by observing reading comprehension and how students' reading comprehension was when the strategy implementation phases were implemented. In this observation, the collaborator teacher was provided a checklist to monitor the actions, it was marked with a checkmark if it had not been done right by giving a cross. According to Susanto (2010) if the

data are the teacher's words or sentences that describe the teacher's teaching activity in the classroom, the source of data is the teacher who is teaching. Therefore, the data collection technique was observation. The observation was conducted in the 7 grade students at class 7-I of SMPN 54 students for three different reading texts because the researcher wanted to know the detail description of the implementation phases of volitional strategies in a reading comprehension class how the students' reading comprehension when the implementation phases of volitional strategies were implemented.

It should be noted that a few days before the observation was made, the researcher and the accompanying teacher met, discussed, and shared about how to implement a volitional strategy in reading learning, so that it could help to support the smoothness of observation.

### *c. Questionnaire*

Gall & Gall, and Borg (2007) states questionnaires are printed form that ask some questions of all individuals in the sample and for which the respondents record their answer in form. Questionnaire was used in this research to answer the second research question. The description result was used as the main data. According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questions or to mark items that indicate their response. The questionnaire implemented in this research was close-ended items. It was aimed to obtain the students' perceptions towards students' perception toward the implementation of volitional strategy used by the English teacher at SMPN 54 Surabaya. To measure the results of questionnaire used in this study was a Likert scale in the form of a checklist. Linkert Scala was used to test the extent to which students agree and disagree, given four options consisting of: strongly agree, agree, disagree, strongly disagree. According to Sugiyono (2018: 93) "Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena".

## **Data Analysis**

Since the research was qualitative, the data were collected from the observation field notes that were noted by the researcher. It meant that all finding in the teaching and learning process were used to answer the research questions. Darlington & Scoot (2002) stated that there are many ways to do qualitative data analysis. Even though there are many different approaches to qualitative data analysis, in practice, most approaches involve similar stages covering what data to collect, from whom, how to focus the analysis and how to structure the research reports. To analyze the data, the study follows the three phase procedures described by Miles and Huberman (1994), namely data reduction, data display, and conclusion drawing/verification.

### *a. Data reduction*

Data reduction is the first activity to analyze the data. According to Miles and Huberman (1994), data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. It means that in data reduction, the data from field notes is sorted, summarized and abstracted. In process of sorting, the data from field notes were taken and determined. Parts of the data were taken due to being the important and which parts were put aside due to being less salient. Then, the sorted data were summarized and abstracted. To summarize and abstract the data, it was needed the detail explanation and taken only important points relating to the research questions of this study. By process of summarizing and abstracting can be found the information concerning the description

of the teacher's activities and students' activities during teaching learning process relating the implementation of the implementation phase of volitional strategies.

### ***b. Data Display***

The second activity to analyze the data was data display. It was the tool for presenting the result of data reduction. According to Miles and Huberman (1994), data display is organizing and assembling information that permits conclusion drawing and action. Display is used to integrate information into accessible summary to facilitate later conclusion drawing. In process of data display, all information from data reduction was organized and assembled. It means that all information had to be classified reorganized specifically. The data was categorized on which the data belong to the first research question and the second research question. then, from data display could be found a lot of information to answer each research question. see the data display.

To answer the first research question "How is the implementation phase of volitional strategies implemented in a reading comprehension class?", the collaborator teacher observed at the teacher's activity when he taught reading comprehension. The teacher's activities were categorized into which activities showed the teacher implementing the implementation phase of Volitional strategies in a reading comprehension class. From here, it could be concluded how the teacher implemented the volitional strategy. To answer the second question about the students' perception on the implementation of volitional strategy, the researcher applied the questionnaire. The third activity to analyze the data was conclusion drawing and verification. Miles and Huberman (1994) stated that the third way of analysis activity is conclusion drawing and verification. In this study, the finding finds in the data display is verified with the real situation in the class, to get more valid presentation. The conclusion bases on the problem and objective of the study.

## **RESULTS AND DISCUSSION**

This study was undertaken to describe how English teacher at SMPN 54 Surabaya implemented volitional strategy to foster the students' comprehension of reading and perception of the implementation of the volitional strategy. The descriptions of this section were introduced in two parts: 1) the implementation of the volitional strategy and 2) the perception of students in the implementation of the volitional strategy.

### **The Implementation of Volitional Strategy in Teaching Reading**

The study was conducted on 3rd May 2021 to 28th May 2021, and was held every Monday and Friday at eight meetings. The meetings took place online with Microsoft Teams as the SMPN 54 Surabaya online learning platform. During the implementation of volitional strategy in online class researcher was helped by the collaborator English teacher called Mr. Ngateno. The aim of the volitional strategy was to allow the teacher to develop another strategy to teach the reading content in a reading comprehension class, rather than simply to provide the students with the reading material. In other words, the teacher could teach reading so that students acquired to comprehend the text. The research focused on the phase-out of the teacher's use of volitional technique in the online class consisting of several activities; pre-reading activities and post-reading activities. After the observation, the researcher intended to show what parts of each element of the teaching and learning process were carried out by the teacher. During the first session of the teaching and learning process, the students participated in a prereading activity. Students were engaged in an activity designed to motivate them. This included activities such as The Activity to Relate Reading to Students' Lives, The Activity to Activate or Build Students' Background Knowledge, Pre-Teaching Vocabulary, Pre-

Teaching Concept, as well as Pre-questioning, Predicting, and Setting direction. The activity to motivate students was carried out in order to encourage students to participate in a reading session. The teacher carried out a component in order to prepare his students to receive the material before beginning the reading lesson. The teacher displayed on the screen the picture to the students and asked them to identify the objects in the picture that were relevant to the text.

Modifying strategy implementation included a variety of tasks, one of which is text modification. In the course of the teaching and learning process, the teacher had complete discretion over which activities were to be completed or not completed. Because the teacher believed that one reading material was sufficient for students to learn in a single meeting, he did not modify the text in this case. Eventually, the goal was to educate students how to acquire both general and specialized information from a reading text effectively. During the pre-reading exercise, the teacher engaged in an activity to excite the children. Despite the fact that the question was simple, it was difficult for the students to answer. Students were able to guess what animal it was because the teacher was aware of the situation and asked extra questions. A small number of students gave incorrect answers, but they did not stop until they got the right answer. However, because every student raised their hands and shouted, the class (virtual) became extremely noisy; however, the teacher's goal was to instill a sense of community among the participants. While some students were still unsure of what to do next after reading the question supplied by the teacher that dealt with the title of the text, the rest were encouraged to read the next activity. Another reading text, entitled "My Rabbit", was introduced by the teacher at the next meeting. Having greeted and confirmed the presence of students, he next presented content to them via a screen that was shared with the whole class. The following conversation occurred during the online class.

- T : Okay students, what do you find on the screen?*  
*Ss : It is a picture,*  
*T : Yes, what else?*  
*Ss : Q rabbit,*  
*T : Okay, next.*  
*Ss : The beautiful rabbit.*  
*T : Very good.*  
*Ss : It has long ears. It likes eating carrot.*  
*T : Excellent. Well, from the items what do you think the text will be?*  
*Ss : May be....., the text about descriptive.*  
*T : Yes, I will tell you, it is about descriptive text, My Rabbit.*  
*Do you want to know the text?*  
*Ss : Of course, sir.*  
*T : Okay, please the chief of the group to discuss the text.*  
*(Then the student discusses based on the group in the break-room)*

From the above dialogue, the teacher showed the pictures to the students at the beginning of the class. The students were interested in following the session that many students desired to address. They mentioned that the objects were a rabbit, long ears, carrot food, descriptive text. The teacher took pictures to encourage and motivate students to stay active. So, the students wanted to read the text with enthusiasm. The teacher's three exercises showed that the teacher encouraged students using pictures, riddles, and questions. The teacher realized that he had to do an intriguing exercise to make students interested. The teacher motivated students to use these materials and understood that the response of the students was good. Some of them were inquisitive about the material that the teacher wanted to deliver when he used pictures. But also, other students liked the exercise, but did not know why the teacher undertook the activities.



## The Students' Perception on the Use of Volitional Strategy in Teaching Reading

In order to answer the second research question toward the students' perception on the use of the volitional strategy, questionnaire was used as the second instrument of the research. The questionnaire which was adapted by Komiyama (2013) was to collect the information about English reading motivation for students at SMPN 54 Surabaya. On the separate section of the questionnaire, students were asked to choose the response (SA = Strongly Agree, A = Agree, DA = Disagree, SDA = Strongly Disagree) that indicated how true the statement was. The questionnaire which consisted 25 items was distributed to the 21 students of class 7-I at SMPN 54 Surabaya. The results of the students' respond of the questionnaire were described as follow:

**Table 1.** Results of questionnaire

No.	Statements	SA	A	D	SD
1	I like reading in English to learn something new about people and things that interest me. ( <i>Saya suka membaca dalam Bahasa Inggris untuk mempelajari suatu hal yang baru mengenai orang atau hal-hal yang menarik bagi saya</i> )	38.1% (8)	57.1% (12)	4.8% (1)	0.00% (0)
2	I feel happy when I read about something interesting in English. ( <i>Saya merasa senang apabila saya membaca sesuatu yang menarik dalam Bahasa Inggris</i> ).	38.1% (8)	47.6% (10)	9.5% (2)	4.8% (1)
3	I like reading about new things in English. ( <i>Saya suka membaca suatu hal yang baru dalam Bahasa Inggris</i> ).	28.6% (6)	47.6% (10)	23.8% (5)	0% (0)
4	I enjoy reading in English to learn what is going on in the world. ( <i>Saya menikmati membaca dalam Bahasa Inggris untuk mengetahui apa yang terjadi di dunia</i> ).	42.9% (9)	38.1% (8)	14.3% (3)	4.8% (1)
5	When the topic is interesting, I am willing to read difficult English materials. ( <i>Saya bersedia membaca materi yang sulit dalam Bahasa Inggris, ketika topiknya menarik</i> ).	28.6% (6)	23.8% (5)	47.6% (10)	0% (0)
6	It is fun for me to read about something I like in English ( <i>Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan Bahasa Inggris</i> ).	52.4% (11)	28.6% (6)	14.3% (3)	4.8% (1)
7	When I am reading about an interesting topic in English, I sometimes lose track of time. ( <i>Ketika saya membaca topik yang menarik dalam Bahasa Inggris, saya kadang tidak dapat mengatur waktu</i> ).	9.5% (2)	47.6% (10)	9.5% (2)	0% (0)
8	I am willing to work hard to read better than my friends in English.	57.1% (12)	33.3% (7)	0% (0)	9.5% (2)

	<i>(Saya bersedia untuk bekerja keras agar saya lebih baik dari teman-teman saya dalam membaca).</i>				
9	I like my teacher to say that I read well in English. <i>(Saya senang saat guru saya mengatakan saya baik dalam membaca dalam Bahasa Inggris).</i>	61.9% (13)	33.3% (7)	4.8% (1)	0% (0)
10	I like my friends to tell me that I am a good English reader. <i>(Saya suka saat teman saya mengatakan bahwa saya pembaca Bahasa Inggris yang baik).</i>	33.3% (7)	57.1% (12)	9.5% (2)	0% (0)
11	I want to be the best at reading in English. <i>(Saya ingin menjadi yang terbaik dalam membaca Bahasa Inggris).</i>	57.1% (12)	28.6% (6)	14.3% (3)	0% (0)
12	When some classmates read English better than me, I want to read more English materials. <i>(Saya ingin membaca lebih banyak materi dalam Bahasa Inggris, ketika ada teman sekelas saya yang lebih dari saya dalam membaca Bahasa Inggris).</i>	42.9% (9)	38.1% (8)	14.3% (3)	4.8% (1)
13	I like to get positive comments about my English reading. <i>(Saya suka ketika mendapat pujian tentang kemampuan membaca bahasa Inggris ).</i>	23.8% (5)	61.9% (13)	9.5% (2)	4.8% (1)
14	When I read in English, I often think about how well I read compared to others. <i>(Saya sering berpikir bahwa membaca lebih baik dibandingkan dengan yang lain, saat saya membaca dalam Bahasa Inggris).</i>	42.9% (9)	19.0% (4)	38.1% (8)	0% (0)
15	I practice reading in English because I feel good when I answer teachers' questions correctly in class. <i>(Saya belajar membaca dalam Bahasa Inggris karena saya merasa senang saat saya mendapat jawaban pertanyaan guru dengan benar di dalam kelas).</i>	28.6% (6)	66.7% (14)	4.8% (1)	0% (0)
16	I feel happy when my friends ask me for help with their English reading assignments. <i>(Saya merasa senang ketika seorang teman bertanya dalam tugas mereka membaca dalam Bahasa Inggris).</i>	28.6% (6)	38.1% (8)	28.6% (6)	4.8% (1)
17	Finishing English reading assignments on time is very important for me. <i>(Sangat penting bagi saya untuk menyelesaikan tugas membaca dalam Bahasa Inggris saya tepat waktu).</i>	33.3% (7)	66.7% (14)	0% (0)	0% (0)
18	I usually try to finish my English reading assignments on time.	28.6% (6)	66.7% (14)	4.8% (1)	0% (0)

	<i>(Saya membiasakan diri saya untuk menyelesaikan tugas membaca dalam Bahasa Inggris tepat waktu).</i>				
19	It is important for me to receive a good grade in my English reading skill. <i>(Penting bagi saya mendapatkan nilai bagus dalam mata kuliah membaca dalam Bahasa Inggris).</i>	42.9% (9)	47.6% (10)	9.5% (2)	0% (0)
20	I want to read in English to improve my grades. <i>(Saya membaca dalam Bahasa Inggris untuk meningkatkan nilai-nilai saya).</i>	38.1% (8)	57.1% (12)	4.8% (1)	0% (0)
21	I am happy when someone know about my ability in English Reading. <i>(Saya senang ketikaseseorang mengetahui kemampuan saya dalam membaca dalam Bahasa Inggris).</i>	33.3% (7)	52.4% (11)	14.3% (3)	0% (0)
22	I try to read in English so I can understand what my friends are talking about. <i>(Saya mencoba untuk membaca dalam Bahasa Inggris sehingga saya dapat mengerti apa yang teman saya bicarakan).</i>	28.6% (6)	66.7% (14)	4.8% (1)	0% (0)
23	I like talking with my friends about what I read in English. <i>(Saya suka berbicara dengan teman saya tentang apa yang saya baca dalam Bahasa Inggris).</i>	14.3% (3)	42.9% (9)	33.3% (7)	9.5% (2)
24	I practice reading in English because I need to do well in my future classes. <i>(Saya belajar membaca dalam Bahasa Inggris karena ingin lebih baik di kelas berikutnya).</i>	38.1% (8)	57.1% (12)	0% (0)	4.8% (1)
25	I read in English with the aim to pass in English course. <i>(Saya membaca dalam Bahasa Inggris dengan tujuan untuk dapat lulus dalam mata kuliah Bahasa Inggris).</i>	38.1% (8)	42.9% (9)	14.3% (3)	4.8% (1)

**SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree**

Table 1 clearly showed the students' perception on the implementation of the use of volitional strategy to the class 7-I at SMPN 54 Surabaya in the academic year 2020/2021. As a result, it was evidently seen in the first statement, 8 students (38.1%) chose SA (strongly agree), 12 students (57.1%) chose A (agree), 1 student (4.8%) chose D (disagree) and none chose SD (strongly disagree). It was implied mostly the 20 students agreed with the first statement "*I like reading in English to learn something new about people and things that interest me*". It is classified as a very good perception towards the use of volitional strategy. However, there was still 1 student disagreed with the first statement. The statement 2 was about "*I feel happy when I read about something interesting in English*". The result showed that 8 students (38.1%) chose 'strongly agree' and 10 students (47.6%) chose 'agree'. Meanwhile, there were 2 students (9.5%) chose 'disagree' and 1 student chose 'strongly disagree'. It was argued that most of the students had positive perception with the statement no.2. The statement no.3 was about "*I like reading about new things in English*". The result was most of the students agreed with this statement due to there were 6 students (28.6%) chose 'strongly agree'

and 10 students (47.6%) chose 'agree'. But there were still 5 students (23.8%) disagree with this statement.

The next statement no 4 related to the students' enjoyment in reading. It showed that 9 students chose 'strongly agree' (42.9%) and 8 students chose 'agree' (38.1%). Even though there most of the student had a good perception toward this statement, there were still 3 students (14.3%) disagreed and 1 student (4.8%) strongly disagreed. Statement no.5 was about the students' willingness in reading. Based on the result of the questionnaire, it showed that 6 students (28.6%) chose 'strongly agree' and 5 students (23.8%) chose 'agree'. This statement "*When the topic is interesting, I am willing to read difficult English materials*" showed that some of the student disagreed regarding there were 10 students (47%) who chose this. The next statement was "It is fun for me to read about something I like in English". The result showed 11 students (52.4%) selected 'strongly agree' and 6 students (28.6%) selected 'agree'. On the other hand, there were some students who disagreed. It was seen on the table 4.2 that 3 students (14.3%) chose 'disagree' and 1 student chose 'strongly disagree'.

The next statement was about "*When I am reading about an interesting topic in English, I sometimes lose track of time*". It was clearly that 12 students had positive perception toward the statement. They were 2 students (9.5%) chose 'strongly agree' and 10 students (47.6%) chose 'agree'. Meanwhile, there were still 2 students who chose 'disagree' (9.5%). Then, statement no.8 was "*I am willing to work hard to read better than my friends in English*" which had a great respond. It showed that 12 students (57.1%) and 7 students (33.3%) chose 'strongly agree' and 'agree'. Although, this statement had a good perception, there were still 2 students (9.5%) who chose 'strongly disagree'. "*I like my teacher to say that I read well in English*" was the next statement which had a good respond. There were 13 students who selected 'strongly agree' (61.9%) and 7 students chose 'agree' (33.3%). There was 1 student who chose 'disagree' (4.8%). The following statement was about "*I like my friends to tell me that I am a good English reader*" that showed there were 7 students who selected 'strongly agree' (33.3%) and 12 students chose 'agree' (57.1%). There was 2 student who chose 'disagree' (9.5%).

The statement no.11 was "*I want to be the best at reading in English*". Based on the result, it was seen that 12 students (57.1%) and 6 students (28.6%) who chose 'strongly agree' and 'agree'. While, there were still 3 students (14.3%) who chose 'disagree'. When it came to the next statement which was about "*When some classmates read English better than me, I want to read more English materials*", it showed there were 9 students (42.9%) who chose 'strongly agree' and 8 student (38.1%) who chose 'agree'. Meanwhile, there were some students who disagreed with this statement. It was found that 3 students (14.3%) and 1 student who chose 'disagree' and 'strongly disagree'. The next statement in no.13 was "*I like to get positive comments about my English reading*". It showed that 23.8% (5 student) who strongly agree with it. 61.9% (13 students) agreed. But there were 9.5% (2 students) and 4.8% (1 student) who disagreed with this statement. Furthermore, statement no.14 was "*When I read in English, I often think about how well I read compared to others*". It had a good respond from the students. There were 9 students (42.9%) and 4 students (19.0%) who selected 'strongly agree' and 'agree'. On the other hand, there were some students (8 students) or 38.1% who disagree with this statement.

The statement "*I practice reading in English because I feel good when I answer teachers' questions correctly in class*" which was in no.15 showed that most the students (20 student) agreed that they kept on practicing reading in order to prepare the knowledge. It showed 6 students (28.6%) and 14 students (66.7%) chose 'strongly agree' and 'agree'. Meanwhile, only 1 student who chose 'disagree' (4.8%1). The respond from the statement no.16 which was about "*I feel happy when my friends ask me for help with their English reading assignments*" showed 28.6% or 6 students chose

'strongly agree' and 38.1% or 8 students chose 'agree'. Meanwhile, there were 28.6% or 6 students who chose 'disagree' and 4.8% or 1 student who chose 'strongly disagree'.

The following results were the statements no.17 and 18. On the statement no.17, there were 33.3% (7 students) who chose 'strongly agree' and 66.7% (14 students) who chose 'agree'. On the statement no. 18 had a good respond which showed that 6 students (28.6%) and 14 students (66.7%) selected 'strongly agree' and 'agree'. It was only 4.8% (1 students) who chose 'disagree'. Moreover, the statement no.19 was "*It is important for me to receive a good grade in my English reading skill*". The result showed 42.9% or 9 students chose 'strongly agree' and 47.6% (10 students) chose 'agree'. Although, it had a good perception from the students, there were still 2 students (9.5%) who disagreed with this. The next statement was 'I want to read in English to improve my grades'. The result revealed that 20 students agreed that the students wanted to read in order to get the best score in reading. The following statement was "*I am happy when someone know about my ability in English Reading*" that had a good perception. It showed there were 7 students strongly agreed (33.3%) and 11 students agreed (52.4%). Meanwhile, there were only 3 students (14.3%) who disagreed with this statement. The result of the questionnaire in no. 22 showed there were 6 students (28.6%) and 14 students (66.7%) who chose 'strongly agree' and 'agree'. But there was only 1 student who disagreed with the statement.

The statement no.23 which was "*I like talking with my friends about what I read in English*" showed that there were 3 students (14.3%) who chose 'strongly agree' and 9 students (42.9%) who chose 'agree'. On the other hand, there were some students who disagreed with this statement as seen on the table 4.2. it showed that 7 student (33.3%) who chose this statement and 2 students (9.5%) who chose 'strongly disagree'. The following statement which was on no.24 "*I practice reading in English because I need to do well in my future classes*" showed 8 students strongly agreed (38.1%). There were 12 students (57.1%) who chose 'agree'. Then, there was only 1 student (4.8%) who chose 'strongly disagree'. The last statement on the questionnaire was "*I read in English with the aim to pass in English course*". Based on the result of the students' respond, it clearly seen that there were 8 students (38.1%) who strongly agreed toward this statement and 9 students who agreed (42.9%) toward it. Even though this statement had a positive perception, there were still only 1 student (4.8%) who strongly disagreed.

The researcher conducted the research in an online class from May 3<sup>rd</sup>, 2021 to May 28<sup>th</sup>, 2021 in 8 meetings at SMPN 54 Surabaya with the main objectives of describing the implementation of the volitional strategy and the students' perceptions of the strategy's implementation. The research was conducted in an online class using the Microsoft Teams platform. With the use of volitional strategy, the teacher would be able to provide a different strategy for teaching reading content in a reading comprehension class that was more than merely giving reading material to the students. In other words, it could assist the English teacher in teaching reading material in such a way that the students gained a thorough comprehension of the content of the materials. It was the implementation phase of the volitional strategy utilized by the English teacher in a reading comprehension class that was the focus of the research. The class consisted of several activities, including pre-reading activities, during-reading activities, and post-reading activities. During the first session of the teaching and learning process, the students participated in a prereading activity. This included Activity to motivate students, The Activity to Relate Reading to Students' Lives, The Activity to Activate or Build Students' Background Knowledge, Pre-Teaching Vocabulary, Pre-Teaching Concept, and Pre-Questioning, Predicting, and Setting Direction.

The activity to motivate students was carried out in order to encourage students to participate in a reading session. The teacher carried out a component in order to prepare his students to receive

the material before beginning the reading lesson. The teacher displayed a picture to the students and asked them to identify the objects in the picture that were relevant to the text about "My Cat". As a result, it was clear that students were interested in the text and wanted to read it themselves. In line with Corno (2001), pre-reading activities are important in building reading enthusiasm since they help to motivate students. This element of the teaching process was implemented by the teacher.

In order for students to understand how reading relates to their lives, an exercise was designed to make them aware of some reading material that has relevance to their lives. The teacher inquired about the reading material and asked a series of questions related to a descriptive text entitled "My Cat." The teacher used the activity to connect reading to students' everyday life in order to make them more aware of the topic material on cats. It can be observed that the students attempted to figure out what the cat's character was like. The questions that were asked to make the students aware of the cat helped them to understand what they needed to learn. Students' activities helped them to practice volitional control, which encouraged them to maintain control over their own desires and impulses while learning. It is explained in this framework that the process of controlling willingness allows a person to do a desired action even when there is interference or other alternative actions presented to them (Kuhl in Keller, 2010). Pre-reading activity in which the teacher attempted to make the content simpler to learn by activating and building students' prior knowledge was carried out by the teacher in order to make the material easier to learn because students already knew the subject. At class 7-I, the teacher instructed the students on descriptive reading material that had been provided in the prior chapter 7. He was interested in knowing whether or not the students were still familiar with the text. During the observation conducted by the collaborator English teacher, it was clear that the teacher was interested in learning about his students' enthusiasm for learning descriptive reading text. He inquired as to the text they had studied in the previous chapter 7. In the following section, students pointed out some of the descriptive names that were frequently presented in the seventh chapter. The teacher used this practice to engage students' prior knowledge in order to ensure that the students retained their recall of descriptive language that they might otherwise have forgotten, as well as to make the subsequent reading material more manageable for them.

During the implementation phase of volitional strategies, one of the activities that took place was the reading of paragraph of the descriptive texts. When students were engaged in reading activities, the participation of the students and the teacher was encouraged. During reading activity, students participated in a variety of activities such as being read to, guided reading, oral reading by themselves, and altering the text. The teacher carried out a silent reading practice to encourage students to read the reading text aloud to themselves. The teacher instructed them to understand the information about "My Cat" on their own, and then allowed them to understand the material for themselves. Teacher read reading materials to their students and provided them with points for participating in reading activities, therefore this was accomplished by the teacher. The outcome revealed that the teacher read the first paragraph aloud and that all of the pupils glanced at the first paragraph on their paper. As soon as the first paragraph was through reading, the teacher asked the first question, which was concerning the characteristic "cat" in the first paragraph. Some students made a simple mistake when mentioning the cat's characters, which other students quickly corrected. Reading aloud to students was done in order to get students to pay attention to the teacher's explanation.

When it comes to guided reading, it has been described as the partnership of a teacher and students in the classroom's teaching and learning process. The teacher demonstrated how to comprehend a descriptive reading text by providing an example. He invited students to read, and then he asked them a series of questions pertaining to the approach for interpreting the content they had just read. The guided reading exercise was carried out by the teacher in order to help students

concentrate on what they should be learning from the text. The researcher observed the classroom with a camera and discovered that the teacher did not provide any instructions to guide students to the start of the text. Students gained an understanding of the text's general information after listening to it read aloud, and the teacher then asked them questions pertaining to the text's main idea, general information, and specialized information. As a result, with a different text selection, students could become more competent, and the teacher could become less of a burden on the students in the long term.

Prior to the introduction of guided reading, students were required to read aloud. One of the students was selected by the teacher to read the material aloud and verbally aloud. He instructed students to read the material aloud in groups of two. Because they had previously read the text silently, the students would benefit from reading the text in pairs to gain additional information. Based on the results, it appears that the teacher asked students to read aloud their responses to the text and offered the instruction for students to read the text aloud their responses to the text. Student retention of textual information was successfully achieved with this method. When one person read the paragraph, the other person listened attentively so that they could understand the materials. The teacher adapted it to include listening so that students would be encouraged to continue sharing the knowledge from the text. The teaching and learning process was divided into three stages: pre-reading activities, during-reading activities, and post-reading activities. Pre-reading activities were divided into three categories: The pre-reading activities, while-reading activities, and post-reading activities that the instructor employed in the teaching process were divided into three categories during the implementation phase of Fostering reading motivation. Following the observation, the researcher examined which components of the volitional methods to be encouraged were implemented by the instructor in the classroom when teaching reading material to the students. Post-reading exercises were the final phase in the reading process. The teacher gave opportunities for students to identify the objective of reading, skim through the text to locate the major concepts and scan the text to find specific information, guess the information in the text, and analyze language in order to improve their reading comprehension. The outcome demonstrated that the teacher asked certain questions to ensure that students understood the material contained in the reading text, as evidenced by the results. The questions that were given to the students were designed to determine whether or not they knew how to locate the primary idea, general information, and detailed information about the subject matter within the text. The students worked in couples to get the answer by skimming and scanning the reading material for a clue to the question.

As the second research instrument, a questionnaire was utilized to gather information about students' perceptions of the use of the volitional strategy in order to answer the second research question about their perceptions of the usage of the technique. Student motivation for English reading was the focus of the questionnaire which was adapted from Komiyama (2013) in order to gather information regarding student motivation for teaching English reading. A separate component of the questionnaire asked students to select the response (SA = Strongly Agree, A = Agree, DA = Disagree, SDA = Strongly Disagree) that best represented how truthful the statement was to them. It was distributed to the 21 students in class 7-I at SMPN 54 Surabaya who completed the questionnaire, which included of 25 items. The results of the questionnaire clearly demonstrated the students' perceptions on the implementation of the use of volitional strategy to the class 7-I at SMPN 54 Surabaya in the academic year 2020/2021, as shown in the first statement, where 8 students (38.1 percent) chose SA (strongly agree), 12 students (57.1 percent) chose A (agree), 1 student (4.8 percent) chose D (disagree), and none chose 'strongly disagree'. Inferentially, the first statement, "I enjoy reading in English because it allows me to learn something new about people and things that interest me," was confirmed by the majority of the 20 students. It was regarded as having a particularly

positive attitude regarding the use of volitional strategy. However, there was one student who was absolutely opposed.

The students who answered the questions on the self-monitoring form were able to check their own progress in learning to read using the approach in question, which was a significant achievement. The students felt empowered as a result of the changes in the environment. According to Eccles & Wigfield (2002), self-confidence is an individual's belief in his or her competence to manage and decide how to address a particular challenge. The researchers Guthrie, Coddington & Wigfield (2009) found that students who have positive motivation are those who have a strong belief in their abilities to perform various reading tasks. This seems to be consistent with the result of this research. Overall, the results of the questionnaire, which inquired about students' perceptions of the application of volitional approach, revealed that they had a remarkably positive attitude toward the approach. It was demonstrated by the last statement on the questionnaire, which stated, "I read in English with the intention of passing the English course." On the basis of the students' responses, it could be plainly observed that there were 8 students (38.1%) who strongly agreed with this statement and 9 students (42.9%) who agreed with it in general. Despite the fact that this remark received a favorable response, there was only one student (4.8%) who strongly disagreed with the assertion.

## CONCLUSION

Based on the findings and discussions, the researcher came to certain conclusions about the implications of implementing a volitional strategy at SMPN 54 Surabaya. Students' activities, according to the findings of the observation, assisted them in practicing volitional control, which encouraged them to keep control over their own desires and impulses while studying. The students were able to perform a desired action even when there was interference or other alternative actions provided to them as a result of the process of managing willingness, as discussed in this framework. The relationship between a teacher and students in the classroom's teaching and learning process has been termed as guided reading when it comes to guided reading. The teacher provided an example of how to comprehend a descriptive reading text to explain how to comprehend it. His students were welcomed to read, and then he asked them a series of questions relevant to the method they should take in order to interpret the information they had just read. Teachers led students through the guided reading activity in order to assist them concentrate on what they were supposed to be learning from the text. Results of the questionnaire clearly demonstrated the perceptions of the students in class 7-I at SMPN 54 Surabaya regarding the implementation of the use of volitional strategy in the academic year 2020/2021, as demonstrated by the fact that a large number of the 20 students agreed with the collected data taken from the questionnaire items. It was regarded as having a particularly positive attitude regarding the use of volitional strategy. One student, on the other hand, was vehemently opposed to the notion. A substantial milestone was achieved by the students who answered the questions on the self-monitoring form, since they were able to track their own progress in learning to read using the approach in question. As a result of the modifications in the atmosphere, the students described experiencing more empowered.

The result will help the English teachers to teach or provide activities to train students to apply Volitional methods to support them more effectively and adequately Volitional strategies to encourage teachers should be understood that this strategy includes two phases: preparation and implementation. While this study was done during the implementation phase of Volitional strategies, it comprehended all the components of willing strategies that were to be chosen in order to achieve teaching reading. The teacher therefore had to comprehend the strategy very well before it was put



into practice in the classroom. The present study evaluated the implementation of volitional strategies in a high school reading class. It would therefore be interesting to carry out further studies in order to encourage Volitional strategies in higher level. In summary, study can help to comprehend the research in language skills and provide a basis for future research, which may in turn motivate other researchers to perform research of similar kind on other levels of learning, especially in understanding reading.

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