

**TEACHER STRATEGIES IN ONLINE LEARNING TO FOSTER
STUDENTS READING MOTIVATION AT MAN 2 BATAM**

THESIS



By:
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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of the
Requirement for the Degree of English Language Teaching (S.Pd.) in the English
Education Department



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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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3. Should it later be found that this thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, June, 8th 2021

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ACKNOWLEDGEMENT

I have been through a strenuous fight while writing this thesis. It taught me about struggle, pray, spirit, patience, confidence, responsibility, efficiency, deadline, late, luck, trouble, dream, passion, and sort of things. The struggle would not be illuminative possible without motivations, sincere favors, supports, and constructive ideas from the contributing parties:

1. My sincerest praise and thanks to Allah, the most merciful for the immeasurable blessing that i could finish this undergraduate thesis. It is my honor to include sholawat and salam to my idol, Prophet Muhammad SAW, from whom I love and choose Islam for my whole life religion.
2. My beloved father and mother for all the prayers and love in my life. It seems to be impossible without your support and motivation. My big thank also goes to my two sisters Syifa and Putri, and my grandmother.
3. *Beasiswa Unggulan* Kemdibud program for its support and funding during my undergraduate study.
4. Prof. Dr. Abd Haris, M.Ag, as the Rector of Maulana Malik Ibrahim State Islamic University of Malang
5. Dr. H. Agus Maimun, M.Pd, as the Dean of Faculty of Education and Teacher Training
6. The Head of the English Education Department, Mr. Dr. Langgeng Budianto, M.Pd, enlightened me in my academic quest. Thank you for keeping us motivated, Sir.
7. My adorable advisor, Mr. Dr. Alam Aji Putera, M.Pd. who patiently read, revised, and inspired me while writing this thesis. I could not have done it without your thoughtful advice, full support, and suggestion, May Allah repays it with more extraordinary grace and mercy.
8. My academic supervisor, Mr. Dr. H. Abdul Basith. M.Ag has maximum guidance since I first came to this university.
9. All lecturers in the English Education Department of UIN Malang, BAK of Faculty and University officers who helped and taught me many things during the study. I'm grateful for your assistance.

10. English teacher of MAN 2 Batam, Mr. Ghalih Ragasatiwi, S.S.. I sincerely say thank you for being patient and support me during my field practice until I finish this thesis—my gratitude to you for all you have done for me.
11. Headmaster of MAN 2 Batam, Mrs. Ulfah Ismiati, S.S. M.Pd who gave me permission to conduct my research and collect the data for my study. I am very much indebted to you—Kak Elsa, for help and support from the administration for my data collection. Mrs. Adel who helped me during the interview data collection. Please accept my best thanks.
12. Language Major, Science Major 1 and 2 in twelfth grader students of MAN 2 Batam, My deepest thanks are also devoted to your support and participation in my data collection.
13. My dearest, Azzam, I can't thank you enough for all of your support get along with my study. My gorgeous roommate, Azmi, my dearest best friends, Nabila Nan and Nabila Haq, my Bicis Squad, Nova, Miftah, Aulan, Meutia, thanks for staying alive till now and support me.
14. All members of TBI 17, Lingua Institute member, Forum Awardee BU, Cosmicafamsquad, My KKN Friends, and other friends I could not mention individually. You must have been my inspiration during my educational and professional adventure in my life. Thank you for being part of my life.
15. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting. Congratulation. You did great
Finally, it is my maximum effort to conduct research, and I know it is imperfect. Any constructive critics and advice are gratefully welcome. I hope that it can have a high contributing role in the teaching-learning English Language research development.

Malang, June 8th, 2021

Fitri Pangestu

THESIS DEDICATION

This thesis is dedicated to my beloved parents and sisters—a million thanks to them for the love and affection they wholeheartedly gave me.

“I LOVE YOU, MOM-DAD-SISTERS!”

MOTTO

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ
ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ

Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. - Surah An-Nahl Verse 125

“The more that you read, the more things you will know.
The more that you learn, the more places you will go” – Dr. Seuss

ABSTRACT

Anggrainy, Fitri, Pangestu Noer. 2021. Teacher Strategies in Online Learning to Foster students Reading Motivation at MAN 2 Batam. Thesis, English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Alam Aji Putera, M.Pd

Keywords: Reading Motivation, Teacher Strategy, Online Learning

Reading is an essential skill for language learning, especially in the non-English-speaking country. The sudden transition of the learning environment during the COVID-19 outbreak has driven the educational field to be online learning. The novel environment with a lack of preparation might influence EFL students reading motivation toward the teacher strategies used in teaching reading. Considered the importance of reading motivation for students reading ability for their learning experiences, teachers had used various types of strategies to foster students' reading motivation.

The current study is aimed to identify the teacher strategies and the reading motivation through online learning of EFL students in MAN 2 Batam. It is divided into three main issues, the teacher strategies in teaching reading in online learning, the type of reading motivation found toward the teacher strategies used, and how the teacher strategies used foster students reading motivation. The current study is qualitative descriptive research, that the data collection method used observation, semi-structured interview, and adopted questionnaire. Further, the subject of this study was English teacher and language major twelfth-grade students at MAN 2 Batam. The semi-structured interview and observation conducted for 1 teacher to recognize the teacher strategies used. Besides, the MREQ (Motivation for Reading English Questionnaire) proposed by (Komiyama 2013) is distributed for 31 participants to examine their type of reading motivation in online learning. Semi-structured interviews were also conducted among 9 students to gain in-depth understanding.

Finally, it reveals that there are three strategies in teaching reading that the English teacher of MAN 2 Batam used is: (1) read aloud, (2) scaffolding, and (3) reading outside class. Also, the teacher has directly mentioned students' names as the reading instruction that can lead their reading motivation as it drive to reflect an inner acceptance and active engagement based on self-determination theory. The scaffolding strategy also impacts to reading motivation since the teacher contributes to students' confidence by continually praising students' achievement and students' self-efficacy. Lastly, reading outside class activities that promote adequate independent reading time with teacher guidance and help them more motivated to read in English. As the result of the teacher strategies used in online learning, students at MAN 2 Batam in twelfth-grade of language type of reading motivation found in online learning are curiosity, involvement, recognition and compliance which mean that students are extrinsically motivated to read in online learning. This study only focuses on teacher strategies and reading motivation that further research examining other approaches or manner to promote reading motivation. It would also be recommended for further study to conduct personal interviews with more teachers and the vice-curriculum to gain more significant information to prevent data bias.

ABSTRAK

Anggrainy, Fitri, Pangestu Noer, 2021. Strategi Guru dalam Pembelajaran Daring untuk Meningkatkan Motivasi Membaca Siswa di MAN 2 Batam. Skripsi, Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.
Dosen Pembimbing: Dr. Alam Aji Putera, M.Pd

Kata Kunci: Motivasi membaca, strategi guru, pembelajaran daring

Membaca adalah keterampilan penting untuk pembelajaran bahasa, terutama di negara yang tidak berbahasa Inggris. Peralihan lingkungan belajar yang tiba-tiba selama wabah COVID-19 telah mendorong bidang pendidikan menjadi pembelajaran online. Lingkungan baru dengan kurangnya persiapan dapat mempengaruhi motivasi membaca siswa EFL terhadap strategi guru yang digunakan dalam mengajar membaca. Mengingat pentingnya motivasi membaca bagi kemampuan membaca siswa untuk pengalaman belajar mereka, guru telah menggunakan berbagai jenis strategi untuk menumbuhkan motivasi membaca siswa.

Penelitian ini bertujuan untuk mengidentifikasi strategi guru dan motivasi membaca melalui pembelajaran online siswa EFL di MAN 2 Batam. Hal ini dibagi menjadi tiga masalah utama, strategi guru dalam mengajar membaca dalam pembelajaran online, jenis motivasi membaca yang ditemukan terhadap strategi guru yang digunakan, dan bagaimana strategi guru yang digunakan untuk menumbuhkan motivasi membaca siswa. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif, dengan metode pengumpulan data menggunakan observasi, wawancara semi terstruktur, dan kuesioner yang diadopsi. Selanjutnya, subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas dua belas jurusan bahasa di MAN 2 Batam. Wawancara semi terstruktur dan observasi dilakukan terhadap 1 orang guru untuk mengetahui strategi guru yang digunakan. Selain itu, MREQ (Motivation for Reading English Questionnaire) yang diajukan oleh (Komiya 2013) dibagikan kepada 31 peserta untuk menguji jenis motivasi membaca mereka dalam pembelajaran online. Wawancara semi terstruktur juga dilakukan pada 9 siswa untuk mendapatkan pemahaman yang mendalam.

Akhirnya, terungkap bahwa ada tiga strategi dalam mengajar membaca yang digunakan guru bahasa Inggris MAN 2 Batam adalah: (1) membaca dengan keras, (2) scaffolding, dan (3) membaca di luar kelas. Selain itu, guru secara langsung menyebutkan nama siswa sebagai instruksi membaca yang dapat mengarahkan motivasi membaca mereka karena mendorong untuk mencerminkan penerimaan batin dan keterlibatan aktif berdasarkan teori penentuan nasib sendiri. Strategi scaffolding juga berdampak pada motivasi membaca karena guru berkontribusi pada kepercayaan diri siswa dengan terus menerus memuji prestasi siswa dan efikasi diri siswa. Terakhir, kegiatan membaca di luar kelas yang mendorong waktu membaca mandiri yang memadai dengan bimbingan guru dan membantu mereka lebih termotivasi untuk membaca dalam bahasa Inggris. Sebagai hasil dari strategi guru yang digunakan dalam pembelajaran online, siswa di MAN 2 Batam di kelas dua belas jenis bahasa motivasi membaca yang ditemukan dalam pembelajaran online adalah rasa ingin tahu, keterlibatan, pengakuan dan kepatuhan yang berarti bahwa siswa termotivasi secara ekstrinsik untuk membaca secara daring. Peneliti selanjutnya dapat pendekatan atau cara lain untuk mempromosikan motivasi membaca atau melakukan wawancara pribadi dengan lebih banyak guru dan wakil kurikulum untuk mendapatkan informasi yang lebih signifikan untuk mencegah bias data.

ملخص البحث

فطري بانغستو نور أنجرايني، 2021. استراتيجيات المعلم في التعلم عبر الإنترنت لزيادة الدافع قراءة الطلاب مع اللغة الإنجليزية كلغة أجنبية في المدرسة العالية الحكومية 2 باتام العام الدراسي 2021/2020، البحث الجامعي، قسم تدريس اللغة الإنجليزية، كلية التربية وتدريب المعلمين، بجامعة مولانا مالك إبراهيم الإسلامية الحكومية، مالانج، المشرف : الدكتور علم احي بوتيرا الماجستير.

الكلمات المفتاحية: القراءة التحفيزية، استراتيجيات المعلم، التعلم عبر الإنترنت

ومن المعروف جيدا أن القراءة مهارة هامة لتعلم اللغة، وخاصة في البلدان غير الناطقة باللغة الإنجليزية. أهمية القراءة هي تجربة التعلم الأساسية للقراءة لدعم تعلم اللغة المتعلم. إحدى الطرق لتحسينه هي زيادة الوعي والاستعداد للمشاركة في مواد القراءة التي تسمى دافع القراءة. يتم الحكم على الدافع للقراءة من خلال أشياء كثيرة. في سياق طلاب اللغة الأجنبية الإنجليزية (*Language English Foreign*)، إن تعليم القراءة يواجه تحديات فريدة لأن اللغة الإنجليزية لا تستخدم في الحياة اليومية. استخدم المعلمون أنواعا مختلفة من الاستراتيجيات لتعزيز تحفيز الطلاب على القراءة. وبالإضافة إلى ذلك، دفع الانتقال المفاجئ لبيئة التعلم خلال فاشية كوفيد - 19 التعليم إلى التعلم عبر الإنترنت. بيئة جديدة مع عدم وجود إعداد يمكن أن تؤثر على الدافع للقراءة من طلاب اللغة الأجنبية الإنجليزية (*English Foreign Language*).

تهدف هذه الدراسة إلى تحديد استراتيجيات المعلمين ودوافع القراءة من خلال التعلم عبر الإنترنت لدى الطلاب في المدرسة العالية الحكومية 2 باتام. وينقسم هذا إلى ثلاث قضايا رئيسية، استراتيجيات المعلم في تدريس القراءة أثناء التعلم عبر الإنترنت، ونوع الدافع للقراءة الموجودة في التعلم عبر الإنترنت، وكيف تعزز استراتيجيات المعلمين الدافع لقراءة متعلمي اللغات الأجنبية في تصورات الطلاب. نوع البحث المستخدم هو البحث الوصفي النوعي، مع أساليب جمع البيانات باستخدام الملاحظات، والمقابلات شبه المنظمة، والاستبيانات. الدافع لقراءة استبيان اللغة الإنجليزية (*Motivation for Reading English Questionnaire*) المقدمة من (*Komiyama 2013*) يتم توزيعها لمعرفة نوع الدافع للقراءة أثناء التعلم عبر الإنترنت. كما تجرى مقابلات شبه منظمة للحصول على فهم عميق. وأخيرا، تم الكشف عن أن متعلم اللغة الأجنبية في المدرسة العالية الحكومية 2 باتام في الفصل الثاني عشر BBU يتكون من الدافع الخارجي للقراءة مع الاعتراف المعلم كأبرز بند.

ومن التحليل، تم العثور على استراتيجيات المعلمين في ملاحظات شبه منظمة ومقابلات بين الطلاب والمعلمين. من نتائج الاستبيان أن المعلمين بمثابة الدافع الخارجي، وهناك ثلاث استراتيجيات في تدريس القراءة

المستخدمة من قبل مدرسي اللغة الإنجليزية في المدرسة العالية الحكومية 2 باتام وهي: (1) قراءة بصوت عال (read aloud)، (2) السقالات (scaffolding)، (3) القراءة خارج الصف (reading outside kelas) بالإضافة إلى ذلك، يشير المعلمون مباشرة إلى أسماء الطلاب على أنها تعليمات للقراءة يمكن أن تعزز دافعهم للقراءة ومشاركتهم النشطة. كما تؤثر استراتيجيات السقالات (Strategi scaffolding) على تحفيز القراءة في اللغة الأجنبية الإنجليزية (English Foreign Language) حيث يساهم المعلمون في ثقة الطلاب من خلال الاستمرار في الإشادة بإنجازات الطلاب وجهود القراءة التي تشجع على فعالية الطلاب الذاتية وأنشطة القراءة خارج الفصل الدراسي التي تعزز وقت القراءة الذاتية الكافي مع توجيه المعلمين وتساعدهم على أن يكونوا أكثر حماسا للقراءة باللغة الإنجليزية.

تصف هذه الأطروحة عددا قليلا فقط من الظواهر المختلفة التي تحدث في التعلم عبر الإنترنت. يركز هذا البحث فقط على دوافع القراءة واستراتيجيات المعلمين التي تعزز نهج البحث أو طرق أخرى لتعزيز القراءة التحفيزية. والواقع أن مختلف القضايا المتعلقة بشرح القراءة بين متعلمي اللغات الأجنبية لم يمثلها سوى المشاركين في هذه الدراسة. وهناك عينة أكثر شمولاً من متعلمي اللغات الأجنبية، مثل خريجي تحفيز القراءة، والمدارس الإعدادية، والمدارس الابتدائية، تستحق البحث أيضا.

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, research problems, objectives of the study, limitations of the study, the significance of the study, and definition of the key term.

1.1 Background of the Study

Daily communication requires language as a tool to communicate with others. Through language, people express ideas, thoughts, opinions, and their minds. One of the international languages is English that played several essential roles among the languages globally. Scholars that are interested in English are increasing because almost every person is required to study English. Based on The National Educational System, the students' primary skills in learning English that is necessary to involve by the teacher in the English teaching and learning process are speaking, reading, writing, and listening. Besides, reading is vital for all the required skills because their learning success is influenced by the more significant learners' ability to read. As cited in (Troike, 2006) stated, reading is the primary aspect for students developing L2 competence. It is also a critical source of foreign language input.

Teaching reading for EFL needs more effort since the teacher's main task is to increase an adequate linguistic background based on their needs, interest, and level of understanding before attempting any reading activities. Some researchers discussed that students do not read their textbooks even though

they know their usefulness (Salikin et al., 2017). Furthermore, in the first Qur'an verse (QS. Al-'Alaq [96]: 1-5): (5) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (4) عَلَّمَ بِالْقَلَمِ (3) أَقْرَأَ (2) وَالرُّبُكَ الْأَكْرَمُ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (1) أَقْرَأَ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) وَالرُّبُكَ الْأَكْرَمُ (3) عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5); the meaning, (1) Recite in the name of your Lord who created, (2) Created man from a clinging substance, (3) Recite, and your Lord is the Most Generous, (4) Who taught by the pen, (5) Taught man that which he knew not. In the verse of Qur'an mentioned above, human is instructed to read. The word Iqra is significant as it is repeated twice. (M. Quraish Shibab, 1999) agreed the object of reading includes an examination of the universe, society and oneself, the holy verses of Qur'an, magazines, newspaper, and so on. Humans are ordered to read, reading for understanding, appreciating, studying, exploring, researching, enjoying, and practicing their moral messages in daily life. The philosophy of reading is the first and foremost condition for human success. Thus, it is not surprising that reading became the first guidance given by Allah to humans that will bestow on new knowledge, understanding, and insight.

Reading is an essential skill in language learning development, and it is compulsory to map EFL students' reading motivation and improve their reading comprehension skills. One way to improve it is by raising learners' willingness and awareness to participate in reading motivation reading material. They are reading about motivation to thoroughly learn and be the foundation of the required skills and strategies (Wigfield, Gladstone, & Turci, 2016). Motivation encourages learners to read and obtain the language learning objectives. As cited in (Salikin et al., 2017) from (Mao 2011),

motivation is the combination of desire and efforts to achieve language learning objectives.

In 2020, the Covid-19 outbreak ensued and interrupted usual activities worldwide, including learning and education. It pushed the educational field through online learning classes. The sudden transition of online education during the pandemic guides scholars to focus on perceived learning outcomes and student satisfaction. Many studies also recognized the forceful way used in the shift towards online learning. However, researchers aware that online learning provided its advantages, such as self-pacing (Amer, 2007), interactivity (Leszczyński et al., 2018; Wagner et al., 2008), flexibility (Smedley, 2010), and opportunities.

The importance of motivation to the learning performances is included in online learning as it is a novel learning environment in teaching and learning, as discussed in (Baber, 2020). In the field of online learning classes, the researcher had experienced for two months teaching English in MAN 2 Batam in order of field practice course in the seventh semester. Google meet, E-learning, and WhatsApp groups are used as the learning media, which means synchronized online classes. Students who are asked to read aloud passages during the learning process lack motivation and fewer student volunteers to read. However, if the teacher asked a student by noticing the name, the student received it and read the passage briefly. It supports that online learning is a novel environment for them and influences their reading motivation.

Researches on teacher strategies in teaching reading have been focused on

reading comprehension and improve students reading ability employed by the teacher in teaching reading (Gaol et al., 2019, Hudri & Naim, 2019, Alyousef, 2005, Lawson, 2000; kurniawan, 2017). Dwiningtyas et al., (2020), under the study on teacher strategies in teaching reading comprehension, identified the teachers strategies used and how it applied in the offline classroom which is found that the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension, and asking question were applied and seen as the effective way in teaching reading comprehension. Apart from Nurdianingsih (2021) found understanding text, individual and group learning strategy, and QAR strategy used to reach reading comprehension in offline learning. She also found that the choice of strategies was adapted by the teacher with the materials, the syllabus and curriculum.

In term of teacher strategies for reading motivation, teacher should advocate the best way to develop a students' motivation to read. It is also a significant aspect as the teacher could use various type of teacher strategies as stated in (Guthrie & McRae, 2017) that teacher can improve intrinsic motivation in a various of ways. Harmer (2007) stated that reading is useful for language acquisitions; the more the students read, the better they get at it. In addition, (Komiyama, 2013) point out that reading is positively related to motivation. The following reseearch on reading motivation reveals to find out and identify the reading motivation categories.

There have been relatively few studies that employ (Komiyama, 2013) theory of reading motivation as the instrument to gain the data and map the

reading motivation among foreign language learner (Ahmadi et al., 2013; Klæboe, 2020; Niazi & Zahid, 2019; Pangestika, 2018; Salikin, Bin-tahir, et al., 2017; Zhao, 2016) among EFL students in offline learning. (Kyaw & Tin, 2020) investigated the learning environment that foster Grade 8 students' reading motivation and found that there was a significant relationship between learning environment for reading and students' reading motivation. The Reading Motivation Questionnaire (RMQ) proposed by Wighfield and Guthrie (1997) applied and revealed that physical learning environment was the best for reading motivation. In addition, Riadil (2020) identify the encouragement of learners in reading activities to ensure classroom engagement in acquiring english as foreign language students and found that students wanted to read if only the material or the book is interesting and they get a compliment for their reading.

The previous research mainly discussed the teacher strategies in teaching reading comprehension and how to foster reading motivation but no study conducted with the teacher strategies used in online learning. Besides, the current educational field impacted by the COVID-19 outbreak. Online learning applied due to the current issues but provides its advantages (Adedoyin & Soykan, 2020). Inoue (2007) stated online education is for lifelong learning. Furthermore, fostering student's motivation to read is a difficult but necessary aspect. The researcher aware, teacher strategies is importance to foster students reading motivation even in the online learning since the teacher could apply various strategies. However, research on using

the combination of teacher strategies in online learning as the way to foster students reading motivation is limited, it is focused on teacher strategies in teaching reading comprehension through offline learning and not on online learning since the participant of online learning is still low. The sudden increasing of toward the increasing of participants in online learning due to COVID-19 outbreak that should take advantages for possible future learning experience, this is a gap that the researcher attempt to address in this study.

1.2 Research Problem

Online learning is rooted in the preliminary design and planning. The migration process from offline learning to fully online learning becomes questionable as the sudden transition and lacks proper planning, development, and design of online instructional programs. Moreover, online teaching which a novel learning environment influences student's motivation to read. By seeing the importance of reading to language learning and reading motivation in reading comprehension skills, the researcher is aware of how teacher strategies through online learning foster students reading motivation. Indeed, it identifies the following research questions:

- 1) What are teacher strategies in teaching reading through online learning at the twelfth-grade of MAN 2 Batam?
- 2) What types of reading motivation found in online learning at the twelfth grade of MAN 2 Batam?
- 3) How do the teacher strategies in online learning foster EFL students reading motivation at the twelfth grade of MAN 2 Batam?

1.3 Objectives of the Study

The present study aims to identify three folded ideas: (1) to recognize the teacher strategies in teaching reading in online learning at MAN 2 Batam (2) to map the type of reading motivation found in online learning at students of MAN 2 Batam, (3) and the end, this study will describe the teacher strategies to foster student's reading motivation in online learning at MAN 2 Batam.

1.4 Significance of the Study

The finding is contributing theoretically and practically. It theoretically fills in the teacher strategies and reading motivation field of study that specific in online learning. Further, this study proposes a vision and contribution for a possible future online learning focus on fostering students reading motivation. Practicality, this study will raise awareness and inform teachers and students to increase reading motivation to succeed in the English learning process. For teachers, this study will be the reference to improve teaching strategy to foster students reading in online learning. This study will solve students that lack of reading motivation in online learning toward the teacher strategies found in this study. Indeed, this study will be the EFL sources in the study's reading motivation and teacher strategies field for further researcher.

1.5 Scope and Limitation of the Study

This study focuses on teacher strategies to foster students reading motivation in online learning the researcher limits the focus of this study as follow:

1. The researcher uses the reading motivation theories proposed by Vacca (1999) about the teacher strategies in teaching reading and Komiyama (2013) about the reading motivation categories for EFL students.
2. The participants of this study are one English teacher and twelfth-grader in Language Major Students of MAN 2 Batam in the academic year 2020/2021. The researcher realizes that teaching reading is a complex context, and each teacher has different learning styles. It is represent only the participant of this study.

1.6 Definition of the Key Terms

In this study, the researcher has several key terms to define as follow:

1. **Teacher Strategy** is the generalized plan for a lesson that includes structure, the desire of student' behavior and an outline of tactics necessary to achieve the expected goals in teaching and learning activity.
2. **Online learning** is the internet and other needed technologies to develop educational purposes, instructional delivery, and program management.
3. **Reading motivation** the result of the interaction between the individual's beliefs about their abilities and their attitudes and goals towards reading, incorporating the distinction between intrinsic and extrinsic motivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter of the study, definition and the importance of reading, teaching strategies in teaching reading, reading motivation, the type of reading motivation, reading motivation in online learning, online learning, review of related studies and fundamental theories are briefly present.

2.1 Definition of Reading

Reading is essential concerning human development and the necessary skill that every people must master. People examine information and knowledge through reading, but reading increases human life skills and extends new knowledge, but it goes much deeper. Reading in any respect determines how people think, and it has a natural effect on the development of the imagination (Harrison, 2004). According to Hesham (2005), reading is the process of getting knowledge from the text. It is seen as a collaborative process between a reader and a text that leads to reading fluency. Reading is spelling the words or the sentences and interpreting the meaning of the printed words.

Reading is an essential objective of learning as reading skills constructed the views of the new world and opportunities. According to (Pang et al., 2013), reading skills allow the reader to obtain new knowledge, keep them updated thru the latest information and technology, adore literature, and carry out their daily work as a part of modern life. Reading is the most substantial activity for language learning inside the

classroom. In the learning process, reading plays a critical role. Reading defines as the ability to understand the meaning of the explanation from the information appropriately from the text. The tranquillity in drawing meaning and interpreting the data from a textbook depends on people's desire to read. Generally, reading has various advantages such as enrich knowledge or gathering information. Reading receives whatever is stated in the text, and unfolding it uses their mind and prior knowledge to interpret it. The interpretation of the text that involves the thinking process to obtain new knowledge is the reading activity.

Reading plays an essential role in language learning acquisition, especially for the foreign language learner. Toward reading, learners' could enrich the knowledge of the language related to vocabulary, grammar, and discourse structure. In foreign language learners, reading has several beneficial in contributing effective learning process. Reading motivation could increase the learners' vocabulary knowledge and speaking ability (Cho and Krashen, 1994). The learners could find new vocabularies toward reading foreign learner text. In all, the more learners read, the more vocabularies they will obtain. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversation, as cited in Haris (2002) from (Kurniawan, 2017). Grabe (2009) stated that reading in English as a foreign language is a dual-language processing system that combines first and second language reading resources.

2.2 Teacher Strategies in Teaching Reading

Teaching reading is a complicated practice. The learning process could be done with many activities. According to Jeremy Harmer, as cited in (Kurniawan 2017), teaching reading is not an easy job. Still, it is necessary to realize the student's progress and know what aspect should be improved. Some students could face difficulties and stress at times, but it is also worth remembering that best teaching can also be delightful (Harmer, 2008). In addition, teaching reading has two aspects. The first aspect refers to teaching learners who learn to read for the first time. The second aspect refers to teaching learners who already have reading skills in the first language. In the teaching-learning process, reading is one way to make the students understand the material. Students have different characters, so they should present ways to make it enjoyable to conduct their lessons. The strategies influence students' learning in reading comprehension. So, it can be concluded that strategy is essential for students to learn Reading.

Teacher strategies are particular methods of planned design for controlling and manipulating certain information (Brown, 2007). The strategy uses based on implementing the way. The teacher also used the teacher to plan what material manner to make students succeed in the learning process. According to David (1971:80), teaching strategies are activities designed to achieve specific learning objectives. Meanwhile, the teaching strategy contains a sequence of activities for the teaching-learning

process to achieve specific learning objectives. Strategy in teaching reading is viewed as an interactive process among language and thought. The successful reader can also see thorough comprehension. This means the entire understanding of a passage. This reading comprehension frequently does for academic purposes. There are four strategies in teaching reading comprehension, according to Vacca (1999) as follow:

1) Scaffolding

Scaffolding is support from the teacher to student's development of learning ability. It is an instructional supports that help individuals to accomplish tasks that are beyond their ability to complete alone (H. Wu & Pedersen, 2011). It is a strategy in teaching reading in which students are given some assistance in the early stages of reading activities (Ganong, 2007). Traditionally, scaffolding is provided toward social interaction from a more knowledgeable person such as parents or teachers. The observation from more knowledge enables a learner's ongoing process to demonstrate improvement, which is called fading. Educators could assist learners more engaged in the learning process toward scaffolding. In conclusion, this strategy allows the teacher to assist the students, negotiate to mean, and overcome difficulties in a text-related learning situation. The student is helped solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

2) Think-aloud

The think-aloud reading strategy is helping students in learning

activities. It purposes to recall detailed information from the text given by the teacher. This strategy is the teachers' creativity in transferring and controlling students' understanding after completing the given text. The teacher encourages students' think explicitly through verbalizing their thought while reading orally.

3) Reciprocal Teaching

Reciprocal teaching reading strategy asks students and teachers to share the role of the teacher by allowing both to lead the discussion about a given passage. It includes four strategies that guide the discussion: predicting, question generating, summarizing, and clarifying. This strategy effectively teaches students how to determine essential ideas from the text, such as vocabulary, developing questions and ideas, and summarizing information. (Palinscar & Brown, 1984) stated that reciprocal strategy aims to encourage students' skill development as the readers and language learners such as questioning, summarizing, clarifying, predicting, and responding to what they have read.

1) Question-Answer Relationship (QARs)

Question-Answer Relationship is the strategy to guide students' comprehension based on the readers' information to answer the question. The teacher assists students in being aware of the sources of information to respond to the questions (Pearson & Johnson 1978). Therefore, the readers impress the two comprehension information to answer the questions: the information from the text and inside the readers' head.

Therefore, there are four types of literacy instruction (Chinappi, 2015). This literacy instruction focuses on different reading skills that children need to learn to become proficient readers. It could increase reading motivation if thought properly. The literacy instruction based on (Chinappi, 2015) as follows:

1) Shared reading

Shared reading is the teaching reading strategy that explicitly in a Social setting. This strategy is where the teacher and students read a book aloud in unison (Chinappi, 2015). (Fountans & Pinel, 2001) added that in shared reading, students could apply new skills and what they have learned. Shared reading could assist in fostering students' reading motivation by performing their books. It is also a fun and relaxing language learning experience for students. Toward this strategy, the teacher might introduce a wide range of text to students and indicate a book with many interested students. According to Moley (2011), this is critical to pique students' interest in new reading materials that could increase their reading motivation. The circumstances during this strategy are increasing reading motivation toward the social interaction among their classmates (Protacio, 2012)

2) Independent reading

Independent reading is the portion of reading activities where the students select their text. The strategy that consists of choice increases motivation tremendously as the children could control their interest to

feel confident. During the independent reading, the teacher's role is to monitor and hold the student's progress during the strategy (Allington, 2005). Gambrell (2011) also agreed that children require adequate time to practice independent reading for having the opportunity with their new books based on their choice. Gambrell (2011) also argued that "Reading practice helps students become a better reader," which means that independent reading support students are reading motivation. Students are also more motivated to read if they good at it. Taylor et al. (2009) also stated that the more reading skills students' possess, the more likely they are to be motivated readers.

3) Guided Reading

Guided reading is a form of reading instruction where the teacher select students to put in a small group based on individual needs and abilities. Through this strategy, the teacher chooses a book for the group to read and work on that fits the group's needs. The book level should have enough words for children to read independently but enough to think without overworking. This strategy also supports reading motivation as more students feel comfortable working in a small group. (Fountans and Pinnel, 2009) also agreed that students are more confident and motivated to practice what they are learning when they do not have as many people around. Classroom community makes students feel secure and comfortable (Moser, 2006). As the guided reading emphasis students' needs and encourage them to try new

things. (Chinappi, 2015) stated that the focus on guided reading could increase reading motivation as once children learn how to do something, the more likely it is that they will use the strategies learned.

4) Read Alouds

Read aloud is the strategy while students get an example from others. The teacher is taking the role to demonstrate how to use proper reading skills. The teacher reads the passage with speed, intonation, accuracy and expression, adequate fluency, comprehension, and word solving strategies. According to (Fountans and Pinnel, 2009), through the read-aloud approach, teachers find the perfect moment to explicitly teach grammar, punctuation, and vocabulary and assist students in reading correctly.

Furthermore, read-aloud strategies could help students think of before, during, and after they have read. Students are listening to the teacher and paying attention to the book on how to read correctly. Related to read aloud, (Fountans & Pinell, 2001) stated that scaffolding is the vital key while thinking of students reading motivation. If the students do not understand how they should reading a text, we could not expect them to find that reading is fun and interesting.

2.3 Reading Motivation

Motivation has an essential role in increasing students' desire (Komiya, 2013) stated that reading has a relevant positive correlation to motivation. This positive relation influences the learner's willingness to read.

According to (Pangestika, 2018) as cited from Masduqi (2014) and Yuliandari (2016) who stated that learners are not willing to read even they aware of its usefulness. In reality, people read because they are interested in the topic or purpose to achieve something. Meanwhile, when someone is highly motivated in reading, they will enjoy the reading activity.

The foreign learner should consider the positive or negative ideas about reading that controls the quantity of motivation called reading motivation (Guthrie et al., 2000). For instance, a learner who reads for pleasure and engaging in supporting their understanding and new knowledge is a highly motivated reader. Effective readers are likely to consider reading a significant element in their daily activities and perceive challenges in the reading progression. Moreover, reading motivation is one's purposes, ideals, and interests related to the consequence of the reading. According to (Pachtman & Wilson, 2006), motivating learners to read is vital by providing the opportunities to choose their interest materials. In a foreign language, reading is a source of information and pleasure activity and a means of extending one of the languages (Kurniawan, 2017). Indeed, reading is a crucial activity in foreign language learners because it supports better word spelling, writing output, reading comprehension, and more advanced vocabularies.

Reading motivation is commonly explained in the educational psychology field of study rather than language learning, and the theory or concepts is primarily involving and processes drawn from motivation theories

(Guthrie et al., 2000). Teachers' and materials' are highlighted as fostering foreign learner motivation to read in English. As (Salikin et al., 2017) found, teacher instructional practices influenced foreign learner motivation to read. Studies also have compared L1 and L2 reading and illustrate the effect of sociocultural environments on reading motivation.

2.4 The Type of Reading Motivation

Reading motivation is the internal drive that boosted someone to read extrinsically or intrinsically. Reading motivation from internal is usually based on personal desire to find information, perceive goals, or just for pleasure. At the same time, extrinsic might influence social life or passing educational programs (Murniasih, 2013). The type of reading motivation consists of extrinsic and intrinsic motivation. As the study of The MREQ (The Motivation for Reading in English Questionnaire) examined in (Komiyama, 2013) entitled "Factors Underlying Second Language Reading Motivation of Adult EAP Students." Komiyama (2013) developed the MREQ from Wang and Guthrie (2004) as the concept of MREQ designed by Wang and Guthrie (2004) in their research entitled "Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading and past reading achievement on text comprehension between the US and Chinese Students."

According to (Pangestika, 2018) that conduct the study by using MREQ as the instrument, the first factor is intrinsic motivation; this factor consists of 16 items including curiosity, involvement and preference for challenge items. Based on Komiyama (2013) Curiosity is such as students

desire to read an interesting topic. Curiosity is represented by five items and every item includes a statement about the explanation of the reason in students reading. The second factor of intrinsically is involvement. According to Komiyama (2013) Involvement is about pleasant feeling by the students while reading a good book, article or web site on an interesting topic. Involvement is represented by five items and the last factor of intrinsically is preference for challenge. It relates to the students pleasure when they mastering complex ideas in text (Komiyama, 2013). This preference for challenge depicted into six items.

The second factor is extrinsic drive to excel. This factor can show the desire of students in improving their second language reading ability. This factor has 15 items which is divided into eight competition's items and seven recognition's items. Competition is students' desire to be better than others in reading (Komiyama, 2013) it means the students who have high motivation in reading because of the competition factor usually tend to work harder to get better results in second language reading than others. Meanwhile, recognition is such as students'' who want to make the other people realize their capabilities in second language reading and usually they like to get positive comment about their ability in reading. Based on Komiyama (2013) said that recognition factor is student who uses reading for making other people such as families, teacher or friends know about their abilities in reading.

The third is extrinsic academic compliance. It consist of eight items, includes four items for compliance and four items for grade. In desire of students in reaching good grades in reading, the students usually are motivated in

reading for one purpose that is improving their grades in English reading. The fourth is labeled as extrinsic test compliance. This consist of three items, the two items are related to students' desire in gain scores on English standardized test such as TOEFL,IELTS, etc. and the last one item is about the students read English just for passing the English course. This group was a mixture of Competition, Recognition, and Compliance items. A notable characteristic of these four items was that they were all researcher-made items; that is, none of the four were adaptations of Wang and Guthrie's (2004) items. Three items were about obtaining good scores on L2 standardized tests, and one item was about doing well in future classes because the three test-related items loaded more strongly than the fourth item

The last factor is named as extrinsic social sharing. This factor consists of five items and focused on students' sharing of their experiences with friends, teacher or other adults (Komiyama, 2013). Based on the related studies using MREQ questionnaire, the researcher adopted 47 items and close-ended questions proposed by Komiyama (2013). This MREQ uses the responses ranges from "Very Different from Me" to "A lot like Me". The MREQ is translated first into Indonesian then the only translated MREQ is delivered to the participants in order to minimize misunderstanding. These 47 questionnaire items are evaluated on a four-point likert scale ranging from 1 to 4. The students can choose one of four responses; those are very different from me, a little different from me, a little like me and a lot like me. The higher the number that respondents indicate applies to them, the more frequent the use of the particular strategy is reflected.

The study from Komiyama (2013) has been identified five-dimensional structure of L2 reading motivation. The result also support theory of Dhanapala, (2006) that L students are both intrinsically and extrinsically motivated to read. The previous study provides evidence that adult EAP students' L2 reading motivation is comprised of both intrinsically and extrinsically oriented factors. This result supports the multidimensional nature of reading motivation suggested by previous research on L1 and L2 reading motivation. Considering the multidimensional nature of L2 reading motivation, paying attention to the orientation of students' motivation (*in what ways* students are motivated) appears to be as important as noting the intensity of their motivation (*how much* students are motivated). Komiyama (2013) also provided some suggestion for further research to conceptualized a construct that represents students' desire to read in L2 to prepare them for future situations that can go beyond classroom settings (e.g., succeeding in one's career, obtaining information from technical materials, etc.). An extrinsic motive like this may indeed play an important role in shaping L2 students' reading motivation, especially with adults. Researchers may be able to gain further insights into such undiscovered factors through in-depth interviews with students or through motivation surveys with open-ended questions. With a more comprehensive range of factors underlying L2 readers' motivation, researchers are able to investigate the relationships between motivation and actual reading outcomes, teacher also could gain insight into students' motivation by administering the MREQ.

2.5 Online Learning

Online learning makes learning flexible as the alternative way if the

traditional classes were having the problem. Thus, numerous pros of online learning and hinders the growth of online learning. Many comparative studies have examined whether face-to-face or conventional teaching methods are most effective than online or blended learning (González-Gómez, Jeong, and Rodríguez (2016). In a survey from Bernard, Borokhovski, Schmid, Tamim, and Abrami (2014), Students perform much better in online learning than traditional education. As students' increasing rates of course completion, satisfaction and motivation levels obtains new knowledge through online learning. As cited in (Baber 2020), several studies have concluded that online learning results better than traditional learning (Lockman & Schirmer, 2020; Ryan, Kaufman, Greenhouse, She, & Shi, 2016).

In contrast, another study showed that online learning was less successful than face-to-face learning that inferred through attendance, students' motivation, and satisfaction. As face-to-face learning had the educator's immediate physical help to clarify challenging concepts and direct queries, it could not be found in online learning. Hence the pandemic covid-19 outbreak pushed every educational institute towards online learning, many studies also recognized the shift in such a forceful way, but the learning process is essential to be continued (Bao, 2020; Halim, Hashim, & Yunus, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020; Yee, 2013; Zhu, Chen, Avadhanam, Shui, & Zhang, 2020). Besides, the sudden transition is still debatable about the quality of education and satisfaction. Many studies have conducted online learning that examines students' satisfaction, acceptance,

success factors of distance learning, and the quality of education. The researcher is aware that online learning has significant opportunities and advantages for the future vision of language learning. As cited in (Baber 2020) from Kanuka and Jugdev (2006), remoteness and disconnectedness in online learning environments might increase the student dropout rate and the feeling of remoteness, reducing the motivation to learn. Motivation plays an essential role in keeping students' satisfaction in online learning as students with high motivation will be more successful in online education than low-motivation students. The learning environment also influences human motivation (Baber, 2020) also added that the online environment increases student motivation to learn.

The development of online education has generally experienced three generations around the world. The first generation was mainly online PPT courseware with text, pictures and audios. The second generation was based on MOOC or SPOC courses with micro videos, exercise and tests. The third generation is synchronous online teaching with simultaneous interaction between teachers and students during instruction and learning. Online live education as the third generation of new education form has been developing rapidly and widely used nationwide, especially during the COVID-19 pandemic. In synchronous online classroom, teachers and learners are no longer satisfied with static learning methods such as online test and video watching. They are trying new learning forms that are more intuitive, interactive and more direct. Teachers implement synchronous online teaching

through online platforms, such as Tencent conference, Zoom, Wechat, QQ, etc. Synchronous online teaching realizes simultaneous interaction between teachers and students, breaking the traditional static online learning of watching courseware or video lecture. During synchronous online teaching, teachers can flip the class, or give a lecture, while students can also discuss, share and interact directly with teachers and classmates. In this way, teachers can have simultaneous supervision of students' learning process and examine learning effect. However, the most apparent weakness of synchronous online teaching is network jams or congestion, which have direct impacts on the smoothness of synchronous online teaching

2.6 Students Reading Motivation through Technology

Motivation is one of the most widely studied topics in the field of Education as it is an important part of the learning process. Two approaches have been used to study motivation. The first is focused on a process that requires goals and a certain activity, either physical or mental, and which is sustained over time or on phenomena that are determined by social, cultural and economic circumstances (Valle et al., 2015). The second approach is based on studying actions that consider the degree to which students strive to achieve multiple academic goals (Valle et al., 2015).

Today's young people, and especially children, are able to easily deal with multimedia content and technology, which can then promote learning in other ways such as self-learning (Valle et al., 2015). The benefits of self-learning, using technology, are evident in its ease of access, flexibility,

reduced learning times, compatibility with other activities, access while in a comfortable environment, access to timely information, lower costs, customized training methods and on-going results monitoring. The use of technology also results in improved communication as it enables students to 1) more easily contact the teacher 2) contact each other which facilitates teamwork, and 3) have greater accessibility to study material with the availability of a document repository.

Technology is changing the way we define reading and literacy. Students experience paper texts and pencil communication in the classroom, and the current 21st century world involves different texts and new ways to communicate (Lamb & Johnson, 2011). While students must be equipped with the skills to communicate in the 21st century world, technology can also serve as a way to increase reading motivation. Students generally have positive attitudes and increased engagement when it comes to technology, which is then linked to increased reading motivation when combining technology and reading together.

One-third of the students in a study stated that they would read more books for their own personal enjoyment if they were able to use an e-reader (Lamb & Johnson, 2011). These devices also often equip students with tools that support reading comprehension, which increases their reading self-efficacy because they are given tools to help them tackle reading difficulties. Other types of interactive reading devices include interactive storybooks, apps related to texts, interactive fiction where readers choose their own paths

as they read, and trans media stories that involve outside materials like websites, cards, and videos. Some devices also provide an important social component to reading, such as the 39 Clues stories that link to online communities.

In addition, there are many positive features with these types of technology. These devices can encourage the practice of positive reading strategies. E-readers, for example, provide readers with various tools to use as they read, such as dictionaries, highlighters, note-taking, or text to audio tools. These tools encourage students to practice positive reading strategies with one technology device. Technology devices can also help teachers differentiate for individual reading experiences. One study was able to view the actual reading experience of the student through the technology devices. The student used notes, highlighted texts, and wrote questions while reading, which provided helpful information for the teacher about the reading process the student was experiencing.

2.7 Integrating Technology in the Classroom

Today's educators have responsibility to build a bridge between the knowledge students already have and the content they need to learn to be successful inside and outside of school" (Considine, et. Al, 2009). Students are expected to familiarize themselves with new technology and use it effectively (Autio, et. Al, 2011). If we are not teaching them these strategies in school, then where are they learning it. Considine, et. Al (2009) stated that teachers should connect the literacy skills that students develop in their social

environment with the literacy environment of the school. It is hard to do so when, Social networking sites such as MySpace, Facebook, and YouTube are often blocked in libraries and computer labs. The result is a failure to build a bridge between the technological worlds millennial live in and the classrooms we expect them to learn in” (Considine, et. Al 2009). This creates a disconnection between the two worlds in which students operate.

In order for technology to be effective in the classroom, it needs to model that of the real world. Educators cannot teach students how to respectfully express themselves socially if they are not taught etiquette to uphold on social networking sites. Dwyer (2016) stated that view technology is a tool for literacy and learning. Bringing technology into the classroom changes the role of the teacher. The teacher becomes a “co-constructor” and “co-learner” with students. This method “promotes a mutual interdependence and respect between teacher and students. This relationship creates a more welcoming environment where each student takes control of his/her learning and feels as an equal to the teacher.

Teaching using multimodality is not only a means to an end-as a way to scaffold and achieve increased literacy-but is also an instructional necessity as students must leave our classrooms knowing how to analyze, use, and synthesize multiple modes (Boche & Henning, 2015). Using technology in the classroom is beneficial for all learners, especially culturally and linguistically diverse learners that lag behind their peers. It provides a way for teachers to match each individual child’s development level and provide a

systematic instructional guide. This helps integrated classrooms to stay diverse but to also continue achieving success at different rates.

The real world has become a pathway for technology, and those who are not up to date, are less inclined to have future opportunities. Very few occupations and activities are no longer done without the use of some form of technology. There needs to be “a bridge between the knowledge students already have and the content that they need to learn to be successful inside and outside of school” (Considine, et. Al, 2009). Outside of the classroom, teacher candidates and their students are using many different technological devices such as: iPads, smartphones, tablets, and much more. When these devices are utilized in the classroom there is a higherlevel of motivation to learn. When there is familiarity the students are able to connect at a deeper level because of the engagement they are having. Technology has become this familiarity because of the regular use of technology in the home-life, outside the walls of the classroom. Technology is changing how teacher candidates and students interact with text. There are more opportunities to engage with text on-line and with electronic devices than ever before such as: reading articles, statuses, reviews, watching videos with subtitles, etc. through social media site.

2.8 Review on Related Studies

The first related studies is study from (Sarjan, 2017) which an analysis on the English teacher strategies in teaching reading comprehension at the second grade of Junior High School 1 of Wonomulyo. The result found that two strategies that the teacher used, scaffolding and QARs (Question Answer Relationship). The teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

The next study is conducted by (Dewi, 2016) that investigated the strategies used in teaching reading at secondary students and also identified the students response toward the strategies used. The result found that teacher employed skimming, scanning, highlighting, getting the main idea, and translation for the students. The students' response showed enthusiast as the students were talkative, it could be seen from their verbal contribution while they asked the teachers in order to make sure that they got the topic. The teachers also created the comfort atmosphere in the classroom, in order to make students could relax and enjoy their lessons. The researcher also provided some suggestion for futher researcher to might choose the same topic with different level such as senior high school or university level with different contexts.

The study from (Kurniawan, 2017) also discussed the teacher strategies use in reading comprehension class at the tenth grade students of SMK Islam Sudirman 2 Ambarawa. Further, the result showed that

memorizing, question and answer relationship, the use of game and discussion used by the teacher as the most used strategies is game. The teacher believed that game is bulding attractiveness, smart, open-minded, patiently, and fun atmosphere.

Furthermore, according to (Gaol et al., 2019), the subsequent study found the teaching strategy used is reciprocal and QAR. Typical teaching is a strategy of instructing the student in creating activities. So, the teacher allowed students to form discussions related to the text they were reading. Simultaneously, QAR is a Question and answer relationship as the teacher's way to measure students' understanding after reading a passage given. According to (Hudri & Naim, 2019), examined the teacher's strategy by memorizing strategy for teaching reading, question-answer relationship, and game strategy in teaching reading comprehension through offlin learning.

The next study is based on (Yusuf & Yakub, 2020) that investigated the impact of using ICT in teaching reading comprehension in secondary school in Kaduna. This study used quantitative research design, besides my study used qualitative. The result shown that teacher should introduce the use of ICT facilities in teaching reading comprehension in order to prepare students for the 21th century technology. Using ICT may demand a lot from the teacher, not only in terms of designing purposeful learning activities, but also with regards to classroom organization and the use of different teaching styles. Meanwhile, the current study considered the recommendation by utilize

the sudden increasing participant in online learning that has already experience in full online learning a year.

The other study from (Carmen, et al, 2017) in their analyze in improving learning by motivating students to read the news using ICT. The result showed that reading newspaper and ICT serving as tools to shape and enhance the learning environment. However, it is important to develop proper evaluation methods and user friendly ICT available on multiple devices in order for access barriers to be sufficiently lowered so that student will actually use them. A tool for automatically searching and screening for relevant news would improve student's motivation. Thus, this study recommends to test this activity using iNotitium platform. Meanwhile, ICT is provided the aspect that could foster students' reading motivation which the teacher should consider.

The study of (Yunus, et al, 2019) about the use of electronic Frog VLE (Virtual Learning Environment) in assisting reading comprehension activities. The result revealed that participant of the study enjoyed completing the five types of reading comprehension activities using electronic Frog VLE and benefit from it. The findings are hoped provide insights in the integration of virtual learning environment in reading comprehension activities.

The subsequent study is by (Niazi & Zahid, 2019), which attempts to identify the level of motivation and examine Pre-university ESL students of Pakistan's type of motivation, whether intrinsically or extrinsically motivated to learn English. The instrument of this study is MREQ (Motivation for Reading in English Questionnaire), proposed by Komiyama (2013). This

study has shown that the study participants are both extrinsically and intrinsically motivated for learning English. However, these participants are more extrinsically motivated to learn English because they want to get high marks and grades by learning English in this Pakistani context. Further, the researcher recommends increasing intrinsic and extrinsic motivation for learning English as a Second Language (ESL) in the context.

According to (Salikin, et al., 2017), the subsequent study finds out the Indonesian EFL students' motivation in reading activity based on Deci and Ryan's (2000) theory of motivation, including extrinsic and intrinsic. This study involved Forty-two freshmen students in the English department of Jember University that used a survey and group interview. The result of the study has shown that both intrinsic and extrinsic motivation give significant contribution to motivate them to read in English.

In conclusion, the previous studies (Sarjan, 2017; Dewi, 2016; Kurniawan, 2017; Hudri & Naim, 2019; Gaol et al., 2019) mainly discussed to examine and map the reading motivation of students while the teacher strategies employed to attempt the teacher strategies used in teaching reading comprehension in offline learning. The teacher strategies are seen as the significant part of a successful teaching-learning activity. The researcher considered the sudden transition of online learning that might influence EFL students reading motivation and the teacher strategies used. As some studies conducted on how teacher strategies integrated with ICT (Yusuf & Yakub, 2020; Carmen, et al, 2017; Yunus, et al, 2019) provided aspect that could motivate students to read. However, as the researcher aware, previous studies used MREQ proposed by

(Komiya, 2013) as the instrument to map the type of reading motivation in offline learning (Ahmadi et al., 2013; Klæboe, 2020; Niazi & Zahid, 2019; Pangestika, 2018; Salikin, Bin-tahir, et al., 2017; Zhao, 2016). Indeed, the teacher strategies to teach reading in online learning to foster students reading motivation and recognizing the type of reading motivation in online learning toward the teacher strategies used by using reading motivation theory proposed by (Komiya, 2013) has not been done yet. Considering the importance of teacher strategies in teaching reading for EFL that has unique challenges, the teacher practices influence the motivation to read, and the fact that teacher could use various type of teacher strategies. To fill this gap, the researcher brings it into study that focus on teacher strategies in online learning to foster EFL students reading motivation.

CHAPTER III

METHODOLOGY

This chapter elaborates the research methodology employed in the study as a systematic attempt to answer the research questions that consists of five parts; the description of the research design, the subject of the study, the instrument of the study, the data collection and the data analysis.

3.1 Research Design

The present study explored teacher strategies in online learning to foster students reading motivation; the method chosen was a descriptive qualitative research design with a classroom observation approach. (Cresswell, 2014) recommend that qualitative researchers choose from among the possibilities, such as narrative, phenomenology, ethnography, case study, and grounded theory. This research is based on a qualitative phenomenological design that focuses on human experience and understanding a phenomenon in their natural setting. Based on (Dornyei and Ushioda, 2011), in the motivation research design if the focus is on individual learners, the most appropriate research design is by applying qualitative studies with semi-structured interview as the instrument. Further, as cited from (Klæboe 2020), in qualitative research, phenomenology is a term that points to an interest in understanding social phenomena from the perspective of selected informants and to describe the world as they experience it (Brinkmann & Kvale, 2014).

According to (Kurniawan, 2017), descriptive design should follow some steps based on its characteristic, such as 1) state the problems, 2)

defining the type of information needed for the study, 3) set the data collection procedures, 4) establishing the data analyzes method and 5) conclude the research. Interview, observation, and questionnaire on the subject will describe the result of the study. By accomplishing the process above, the researcher has examined what teacher strategies used in teaching reading, the type of reading motivation among students through online learning and describing the teaching strategies used to foster EFL students' reading motivation. Besides, the researcher does not influence the natural attitude or behavior of the subject during the learning process and only merely observing, monitoring, and recording the whole activities in the online classroom.

3.2 The subject of the Study

The setting of this study had conducted at MAN 2 Batam. The research subject defines as an individual who participated in a research study whom data are collected. English teacher and students of MAN 2 Batam, Kepulauan Riau, 2020/2021 are the primary participants of this study. The English teacher was the main informant of this study in collecting the data to answer the first research question. Besides, one English teacher was interviewed among the three existing teacher in MAN 2 Batam, due to the one teacher as the participant of this study utilize the online learning approach with synchronous meeting toward Google meet in teaching reading while the other two teachers are not. Further, the subject of this study also the EFL students of MAN 2 Batam that represent by twelfth-grade language major as the teacher who is the subject of this study only teach for Obligatory English in

mentioned class. As the result of the researcher observation among the classes that the teacher teaches which are Obligatory English and English literature, the reading lesson is lack in English literature class. Indeed, the researcher only collect the data from the represent class that studying Obligatory English with the teacher as the subject of this study.

Furthermore, total of 31 students in the class were asked to fill the MREQ (The Reading Motivation in English Questionnaire) to map their type of reading motivation toward the teacher strategies used. Besides, the interview participant represent by the students who ever asked by the teacher to read aloud in online learning. Nine students of twelfth-grade language major at MAN 2 Batam are the participant of the semi-structured interview to gain in-depth understanding of their reading motivation toward the teacher strategies used in online learning and to confirm the result of the MREQ to answer the second and third research questions. The students are both female and male which 71% is female and 29% is male. Finally, the participants of this study will likely seek the opportunity to identify and foster their motivation to read in online learning toward the teacher strategies used.

3.3 Instrument of the Study

The instrument of the study means to collect the data. In compiling the data, the researcher used three instruments. The instruments were semi-structured interview, observation and adopted questionnaire. To gain the data, the instruments had correctly arranged by the researcher as follows:

1. **Semi-structured interview**

The semi-structured interview to answer the first research question, is conducted with one English teacher of MAN 2 Batam.. Thirteen open-ended questions arranged by the researcher to recognize the teacher strategies used in teaching reading through online learning. Further, the students semi structured interview with nine students from total of thirty-three students in twelfth-grade language major of MAN 2 Batam was conducted to answer the second and third research question. The semi-structured interview began with open-ended questions. A total of 18 open-ended questions arranged to describe the type of reading motivation in online learning and how the teacher strategies used foster them to read in English. The interview is conducted in Bahasa Indonesia, that has been validated by the validator who has experienced in English language teaching and actively involved in doing research, to make it easier for participants to provided and express the answers. Virtual meeting toward google meet, zoom, and WhatsApp video call are applied. Indeed, the researcher installed recording equipment on a laptop and recorded in a quiet environment which provided prime recordings that were easy to transcribe.

2. **Observation**

The observation was used in this study to answer first and third research question. The observation was conducted via an online virtual conference from 09th February until 02nd March in twelfth-grade

language major of MAN 2 Batam. The online observation conducted 5 meetings as the twelfth-grade is conducted final examination on March. Meanwhile, the researcher screen-recorded the online class and got the virtual conference via the class WhatsApp group that the researcher enter since the field practice. The class conducted on Google meets, and the researcher used Format Factory screen-recorder to save the video recording. The researcher takes a role in the whole process is either collecting or analyzing the data. Besides, the researcher used a laptop, smartphone, and notes as the selected data sources' tools.

3. Adopted Questionnaire

The questionnaire in this study means to recognize EFL students' reading motivation through online learning and arranged to answer the second research question. Meanwhile, to answer RQ 2, the questionnaire used adopted and adapted MREQ (The Motivation for Reading in English Questionnaire) (Komiyama, 2013) with close-ended statements. This MREQ uses the Likert scale, ranging from 1 to four responses ranges from "Very Different from Me" to "A lot like Me" since this is simple, flexible, and reliable (Dornyei, 2003). The questionnaire has been translated to Indonesian to minimize misunderstanding among the participants. The students can choose one of four responses. The higher the number that respondents indicate applies to them, the more frequent the particular motivation reflected. Thirty-Five statements included one intrinsically oriented and three extrinsically oriented factors that constructed the

MREQ. The participant can choose one of four responses, the higher the number that respondents indicate applies to them, the more frequent the particular strategy is reflected. The MREQ conducted on 11th -12th March and distributed via WhatsApp group and arranged toward google form platform which the result is directly showed right after the participant fill it. Through the result of the MREQ, the researcher could recognize the students' type of reading motivation.

3.4 Data Collection

The researcher used observation, semi-structured interviews, and adopted questionnaires to collect the data. The interview among students and teacher was conducted through virtual meeting. The researcher scheduled the interview time while the participants could ask for flexibility in terms of time. The pandemic outbreak in 2021 is one of the reasons why the interviews were conducted via video conference. There were no significant technical issues along the way. The interview video-recording files are saved on the researcher's laptop then will be analyzed. Further, (Gay, 1992) explains that the researcher mainly uses a semi-structured approach involving asking structured questions, followed by clarifying unstructured or open-ended questions.

Furthermore, observation data collection attempted to record the English teaching-learning process toward online learning to answer the first and third research question. Further, the researcher observed the teaching-learning that happened in the online classes using an observation note and screen-record it.

The use of observation to answer the first research question about the teacher strategies used is in line with Allwright (1998) that proposed observation as the necessary procedure to investigate teaching style interested.

Furthermore, questionnaire is used to map the reading motivation among EFL students through online learning. The researcher used an adopted and adapted questionnaire; MREQ (the Motivation for Reading English Questionnaire) proposed by (Komiya, 2013) had revised and submitted for approval by the advisor to collect the data from mapping EFL reading motivation through online learning. The questionnaire was distributed toward the google form platform and shared via WhatsApp group.

In this study, triangulation is used to increase the research data validity. Triangulation aims to increase understands of whatever being investigated. Triangulation used in this study is by combining different data sources (Moleong, 2006). As a result of the researcher conducted an online questionnaire, interview the student then observed. Moreover, the researcher gains the data of this study from different ways: questionnaire, interview, and observation. It emphasized the use of other techniques to acquire the data from the same informant.

3.5 Data Analysis

In analyzing the data collected, some steps were applied. Analyzing is dividing something into pieces or units (Brinkmann & Kvale, 2014). The transcript from the observation and interviews was processed to pass on the EFL reading motivation through online learning. After the observation was

completed, the post-work primarily transcribes, analyzes, and interprets the collected data material. When the observation and interviews were completed, the researcher was left with data in video-recording and memos. To make the video-recording passable, they go through a transcription process. The researcher herself did it. This way, the researcher was well acquainted with the data material and had a better overview of when the coding process started (Dalen, 2011) as cited in (Klæboe, 2020). Therefore, the transcription done has a significant impact on the data material that is coded and analyzed. The transcript is close to the actual interview (Brinkmann & Kvale, 2014). Descriptive qualitative data analysis is used in this study. The process begins with the researcher have to systematically the data collected to increase the understanding of the data for presenting the result. According to (Ary. Et.al 2010), the data analysis in this research included in four stages as follow:

1. Coding

The first stage in data analysis is coding. This study applied the most common approach of the coding stage: to read and reread all the data and sort them by looking for units of meaning-word, phrases, and sentences to make it easy to learn. Then, the researcher places all contexts with the same coding together, so the data is easier to read. In all, by coding the data gathered, the researcher could notice the significant data appropriate to this study's topic.

2. Data reduction

The second stage is data reduction. The data that occurred repeatedly is reducing in this stage. (Moleong, 2006) argued that summarizing, choosing the main thing, focusing on important things, finding the topic is the definition of reducing data. Irrelevant data is reduce and only the needed data included. Further, condensation of meaning defines by shortening the informant's statement.

3. Data display

The third stage is data display. The data is be processed to be more understandable. The questionnaire is presented in the form of a table. The interview and observation is shown be in the form of interview exceptions. The data display helps the researcher understand what is happening and further analysis or caution on that understanding (Sugiono, 2009). In this study, the researcher uses narrative and tables to display the qualitative study data commonly used. One data built on the other data, and the result recognized to answer of the research questions.

4. Drawing conclusion

In the last stage of data analysis, the researcher categorized the type of motivation based on the questionnaire that was frequently answered by the participants and the semi-structured interview result. Further, the teaching strategies used is examining all entries with the same context and analyzed based on students' interview. In all, the researcher could get the result and conclusion of the study.

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter goes into three main issues: the teacher strategies used through online learning that motivate foreign learners to read, the type of reading motivation through online learning, and how the teacher strategies foster foreign language students' reading motivation.

4.1 Finding

The finding of this study contains three sections. The first section presents the conclusion concerning teacher interviews, and online class observation relates to teaching strategies motivating students to read. The second section followed the findings of the questionnaire result by Motivation for Reading in English Questionnaire (MREQ) adapted from (Komiyama, 2013) to determine the type of reading motivation that constructs EFL students of MAN 2 Batam to read in English. The questionnaire is presented in each category in the form of a percentage. The last section offers a semi-structured interview among the student's about their perception of teacher strategy foster them reading in English.

4.1.1 The Teacher Strategies in Teaching Reading

Semi-structured interviews were conducted with one English teacher of MAN 2 Batam, and online observation is presented to answer the first research question. The teacher applied to synchronous online meetings through the Google meet and WhatsApp groups to share any meaningful information about the learning process and the virtual meeting link. Furthermore, the researcher has conducted the data collection using the instrument of this study to acquire the

teacher strategies in teaching reading used through online learning. Based on the online observation and semi-structured interview among one English teacher and nine students of MAN 2 Batam, the teacher's three main strategies in teaching reading through online learning are read aloud, scaffolding, and outside class reading activity.

4.1.1.1 Read Aloud

Students were asked to read aloud in the online classroom

Teacher involvement is very important while discussing a successful teaching-learning activity. Especially for EFL reading motivation in online learning, the teacher is not physically active in motivating them to read. The teacher himself faces some difficulties since the fully online learning conducted a year is the first experience. The teacher's plan for foreign language learners might also be evident as a lot of system issues. The teacher argued online learning is complicated.

Teacher Interview excerpt:

» How is the experience, because this is our first experience in online learning. It is rather difficult to teach online because not all students love learning English as it is a foreign language. The most obvious thing is the connection, so online learning is arguably complicated. »

Therefore, the teacher stated that online learning still has a promising prospect. With the support of a good internet connection in the future, the teacher believed that this online learning has a positive side to take advantage. The foreign language learner has experienced ICT that genuinely supports the learning process. As a result, the students knew the function of cell phones is for playing games and educational purposes. As the teacher used Google Meet for

synchronizing online learning, students of MAN 2 Batam knew that virtual meeting and E-learning and WhatsApp group for educational purposes. In addition, as the online learning is done, the students' also started learning to use the laptop for language learning.

Teacher Interview excerpt:

»The positive side of online learning is that students know the function of smartphones is not only to play games, but they also know Google meetings for educational purposes....»

However, while observing the online classroom, the researcher noticed that at the beginning of the online classes. The teacher constantly waits for several minutes to let students join the Google meet, and then the teacher greets students, reviewing the material in the last meeting, and starts the class. After that, teachers were asked students to read aloud a passage from the textbook. Besides, in online learning, internet connection is a significant drawback.

Teacher Interview excerpt:

» ...Between offline and online, it's almost the same because the point is we are asking the students to read.... »

» ..In the reading lesson, it is usually 4 hours, an hour and a half. I typically ask students to read the text... »

Students Interview excerpt:

P6: »...before our teacher explains the text, he always asked us to read aloud.

P7: »...If we begin a new chapter, our teacher often asked one of us to read...»

P4: »we usually read the text first before starting the class... »

In the interview process with the English teacher of MAN 2 Batam, there is no significant difference between offline and online learning. The teacher claimed that the reading activity he used is the teacher asking the students to read aloud. In addition, the semi-structured interview among the students also found that the teacher asked several students to read aloud a passage before explaining

it. Especially when the material begins with a new chapter, the book sources always start with a passage. For this reason, the teacher asked students to read aloud to ensure each student knows what theme will be learned in the next chapter.

Direct mentioned students' name to read aloud

As mentioned, the teacher used to read aloud literacy instruction through online learning in English learning. The teacher directly said students' names when asked them to read aloud the passage; based on the observation in twelfth graders in language major of MAN 2 Batam on February, 17th 2021, the teacher asked for six students to read the conversation about the news. Only two students were not responding to the teacher due to a system error. Even the students with system error canceled to read aloud the passage. The teacher still appreciates it by saying, "Thank you, Fitri Andriana," The teacher always asked students, followed by the student's name. Besides, the rest of the four students read the passage briefly.

Observation excerpt:

» Teacher: Rachmawati Tsalitsah, please read page 65.
Fitri Andriana, could you please read page 65? »

The researcher also asked the strategy of mentioned students' names directly in asking students to read aloud. The teacher responds as it is the other way to force students. He also emphasized that by just asking like "Who wants to read?" the students are rarely want to read. If the text is long, the teacher asked students to read a few paragraphs then randomly asked others after one student finish. In this way, all the students will pay attention to the passage. Teaching

English is quite tricky, as English is a foreign language, a few students do not like English material and find English is not fun.

Teacher Interview excerpt:

» ...Yes, mentioned their names directly because if we only ask "who wants to ?" no one willing to read. So, I force it subtly by pointing directly their name, and usually, if the text is a bit long, I give one student a few paragraphs after that I randomly randomize suddenly the other to continue.... »

According to the students' interviews, the teacher regularly asked students to read aloud by directly mentioned their name. The researcher is also aware that the teacher is just randomly said the students' names. There is no guidance that the teacher used to ask the students to read aloud. The primary role of this strategy is the teacher. Meanwhile, the students only pay the teacher's attention with the camera and the microphone in turn-off mode. If they were asked to read aloud after the teacher mentioned their name, they would directly turn the microphone and respond to the teacher. Besides, the system error due to the internet connection issues will make the students less responsive.

Students Interview excerpt:

» P1: ...Sometimes Sis, like calling Kahfi to read for a page in the book.»
 » P3: Direct mentioned our name, Sis.... »
 » P6: Directly pointed Sis.... »

Finally, the directly mentioned students' names to read aloud are used through the online classroom. This reading strategy is the way teachers reinforce students to read inside the online learning activity. The students have already well-known about the technical support this strategy synchronizes meeting toward the Google meet platform. The drawback of this reading strategy is only when there is a system error that could not be controlled, such as an internet connection.

4.1.1.2 Scaffolding

The teacher stated that he is the type of teacher who does not stop students while reading a passage. The teacher also let students finish the passage first, then paying attention to the mistakes students made. Therefore, through online learning, the teacher types it on PowerPoint then reread the passage. When the teacher reads the passage, students pay attention to the teacher and notice their friend's mistakes while reading. Meanwhile, the subsequent strategies that the teacher used are scaffolding.

Teacher Interview excerpt:

»... So I'm the type to let the students read until it's finished first, pay attention to what is incorrect, and write it first. So usually, all the words that have been read by the students that incorrect, I write it on whiteboard, and because this is online, I usually write them through power points, then I read them back. ...»

The teacher used this strategy while students' finished a passage that teacher asked them to read aloud. It assists the students to read correctly, but when the student either mentioned the words in the text, the teacher helped them. The teacher implied this strategy when the students finish read aloud the passage. The teacher pays attention to their pronunciation and directly informs the correct pronunciation. The way the teacher corrects it just by mentioning the correct pronunciation now while students are reading.

Observation excerpt:

» victim, allowed, drunk, dangerous, A.M., early...” – when RK read
crash, how many, accident, the police, died, A.M?” – when WJ read»

After the teacher felt that is enough, he appreciated the students and said thank you. Besides, the researcher found the scaffolding technique could be seen when students finish read the passage. In addition, the teacher read the passage from the

beginning until the end. The teacher also emphasized that the students make some mistakes while reading the passage and informing the correct pronunciation.

Observation excerpt:

» “...Okay, Good. Thank you, even I still find many of you not reading in good, a bit less correct in reading it. I will read how the correct one is” »

The teacher exemplifies how to read clearly and how to mention the words correctly. In the current situation, the students pay attention to what was done by the teacher. The scaffolding strategy is applied due to the teacher assisted students how to read correctly. Based on the observation, the students read the passage while the teacher notices and corrects if the students face any difficulties reading or understanding the text. The semi-structured among the students also support the use of scaffolding strategy in reading activity through online learning.

Students interview excerpt:

» P6: before our teacher explain how to read the text.... »

» P7: ... in the end, the teacher explains the correct pronunciation from the mistakes. If there are mistakes, the teacher corrects it.... »

» P9: ... besides explaining, he also told us the texts relate to the material. »

In all, the scaffolding strategy is used to describe the passage related to the material. According to the passage, the teacher explained the comprehension, pronunciation, context, and word meaning. The students learn from the teacher's explanation and increase the English learning experience through the teacher's scaffolding strategy.

4.1.1.3 Reading Outside Class

The teacher asked the students to read aloud and gave another reading activity to teach reading. As the teacher is aware that not all students are interested in learning English, spoiling them with short stories with a simple sentence is the

strategy used. Meanwhile, the teacher found that the reading material from the book is quite hard to understand at the senior high school level. The teacher spoiled the students with fun short stories. The teacher believed that if we used this kind of passage, English is fun and exciting.

Teacher interview excerpt:

» ...If it's outside class, I give reading material such as short stories, which are cartoon stories, because the language is easier to understand. Well, you can say that it's a subtle push because if a child doesn't like English, then we give them fun stories, so they will think English is fun and exciting....»

The teacher uses this strategy to help students adapt to English; the foreign language learner lacks English reading sources. The outside class reading activity could help them learn to read English text. The students also emphasized that the teacher used this strategy by mentioning their final practice assignment. At the same time, the researcher asked them whether the teacher ever give them any reading assignment during online learning.

Students interview excerpt:

» P6: ...There is Sis, recently... The final practice exam is reading.... »

» P7: "...Yes, we have Sis. The final practice is reading, so our teacher gave us three different texts so we could choose what we want to read in front of our teacher.... »

The teacher created his system for the outside reading activity through online learning. Firstly, the teacher gives the students three different narrative texts. Then, the students could choose their favorite. This way will force students to read the three texts provided so that they could choose their favorite. After that, the students meet the teacher personally and read the passage in front of the teacher. The teacher's strategy is collaborative learning, which is the combination of online and offline learning. The students feel this is an easy reading assignment and loved this kind of reading activity based on the interview.

4.1.2. The Type of Reading Motivation through Online Learning

Finding in this second section is discussed the type of reading motivation found in online learning toward the teacher strategies used. Firstly, the questionnaire was intended to answer the second research question then the semi-structured interview result is described to understand their type of reading the explanation. The data was conquered by distributing online MREQ (the motivation for Reading in English Questionnaire) proposed by (Komiyama, 2013) among 31 Senior high school students who have already experienced online classes in one year. The MREQ aims to identify the type of reading motivation among foreign language students. The result of the questionnaire is presented in the table based on the category. Percentage form is used to present the result of the questionnaire. Likert scale model ranging had shown the result by number 1 to 4. Therefore, the items in the tables indicate the statements of the MREQ. Secondly, semi-structured interviews with nine informants were conducted via virtual zoom meeting among twelfth graders' language primary students' of MAN 2 Batam. The interviews were held on March, 20th 2021, and March, 28th 2021. The questionnaire supported data from the interviews and the observation. All the data from this study were described according to the focus of the first research questions. The aim was to see how EFL students in twelfth-grade students of MAN 2 Batam type of reading motivation in online learning.

Table 4.1. The Result of the Questionnaire in Intrinsic Motivation: Curiosity

Curiosity item	Scale 1	Scale 2	Scale 3	Scale 4
Items 1.1	6.5%	35.5%	38.7%	19.4%
Items 1.2	9.7%	19.4%	51.6%	19.4%
Items 1.3	12.9%	22.6%	38.7%	25.8%
Items 1.4	12.9%	38.7%	25.8%	22.6%

Table 4.1 shows the curiosity construct in intrinsic motivation factors comprised of 4 statements. The most significant percentage shown by item number 1.2 on the third-point Likert scale is 51.6% of the EFL students' answer that they feel happy to read something interesting in English. However, the researcher asked about their perception of reading in English. Most of the participant prefers to read in English cause the output of the reading which is the speaking, how to pronounce a word, and find the challenging aspect from reading in English. Firstly, the entire participant told if they are interested in reading about the topic that they like. Only P2 said that he does not like read even the topic is engaging.

Students interview excerpt:

»P2: “: “It is not really that, sis, when reading, I don't like reading even if the story is interesting, and I won't read it.” »

The researcher is aware that students are intended to read if the topic is engaging. The teacher strategies used which the reading outside class support the students reading based on their interest. As the result of teacher provided several narrative text that the students could select their favorite to read aloud in front of the teacher as the final examination. The reading outside class foster students' intrinsic motivation to read in curiosity and involvement items.

Students interview excerpt:

»P1: “If you say I like reading books about Sufism, morals... »

P3: “.I like reading novels, sis, and it depends on the genre...” »

P6: "I don't really like reading, sis. There are certain genres that want to read.”

P7: It depends on the topic, Sis.” »

Besides, P5, P6, and P7 implicitly talked that reading is for school and their happiness. They are interested in reading novels with several genres that they are interested in. Meanwhile, P3 also added that she sometimes loses track of time reading about an exciting topic. Meanwhile, P8 and P4 said that reading in English is quite tricky because they do not know how to pronounce a word in a text; they are aware of the output after reading a pronunciation passage. The familiar EFL student’s shortcoming to read in English, which is the vocabulary, is also found in this study. It makes students feel that they will not understand the text if they still lack vocabulary.

Table 4.2. The Result of Intrinsic Motivation: Involvement and Preference for Challenge

Item		Scale 1	Scale 2	Scale 3	Scale 4
Involvement	2.1	3.2%	12.9%	25.8%	58.1%
	2.2	25.8%	38.7%	25.8%	9.7%
	2.3	22.6%	25.8%	29%	22.6%
	2.4	25.8%	45.2%	19.4%	9.7%
Preference for challenge	3.1	22.6%	22.6%	41.9%	12.9%
	3.2	12.9%	32.3%	35.5%	19.4%
	3.3	9.7%	19.4%	38.7%	32.3%
	3.4	12.9%	25.8%	32.3%	29%

Based on table 4.2 above, the most significant involvement factor is shown in item number 2.1 in the forth-point. There were 58.1% on the four-point Likert scale. The EFL students agreed that it is fun to read about something they like in

English. Meanwhile, in preference for challenge construct, the most significant percentage is shown by item number 3.1 in the third point. There were 41.9% of EFL students motivated in reading by enjoying the complex ideas from English materials. This challenge theme percentage is smaller than two other intrinsic motivations that could reach 58.1% and curiosity 51.6%.

Therefore, P2 and P3 mentioned why they are still reading in English because it is challenging and fun. P3 also added that she is interested in reading in English, but the reading sources are still lacking, so she does not try to read a lot in English. Further, she is optimistic about trying to read in English with the available sources. Even though P2 said that he does not like to read but if the text in English, he more intends to read in English because of the challenging aspects. When the researcher asked about reading motivation to read in English, EFL students straight into explaining the output of reading, such as noticing the pronunciation, and mentions that it is challenging to read in English.

Students interview excerpt:

»P3: “I have never tried English, but that doesn't mean I won't read it; if there is, I want to try reading it anyway. When it comes to reading, it's just fun, even though it's challenging, but its fun” »

P1 and P8 discover the shortcomings of reading in English, which is the lack of vocabulary. They believe that reading in English requires enough language to understand the sentence and the passage. Through the challenges in reading English, scaffolding strategy in online learning helped students to be more motivated to read. They keep going reading as the teacher assisted them in the read aloud process.

Students interview excerpt:

»P1: “Yes, that's it, Sis, I'm not good enough if many vocabularies don't know or don't understand.

» P8: “I don't really like English because I don't know the meaning” »

» P3: ... I ask the teacher first how to read a new vocabularies, then I start reading

Table 4.3. The Result of the Extrinsic Drive to Excel: Competition and Recognition

Items		Scale 1	Scale 2	Scale 3	Scale 4
Competition	4.1	6.5%	19.4%	19.4%	54.8%
	4.2	16.1%	16.1%	32.3%	35.5%
	4.3	9.7%	29%	25.8%	35.5%
	4.4	16.1%	38.7%	35.5%	9.7%
	4.5	16.1%	41.9%	25.8%	16.1%
	4.6	35.5%	25.8%	32.3%	6.5%
Recognition	5.1	6.5%	9.7%	16.1%	67.7%
	5.2	3.2%	16.1%	29%	51.6%
	5.3	16.1%	22.6%	32.3%	29%
	5.4	9.7%	6.5%	22.6%	61.3%
	5.5	12.9%	22.6%	38.7%	25.8%
	5.6	16.1%	16.1%	35.5%	32.3%

Based on table 4.3, the first extrinsic drive to excel category consist of competition and recognition. The first item constructs the extrinsic drive to excel in the competition item, with the first most significant percentage shown by statement number 4.1 in the fourth point. 54.8% indicated that the EFL students are willing to read in English better than their friends. The second item that constructs the extrinsic drive to excel is recognition, 67.7% of learners agreed with statement number 5.1 in the fourth point, which indicated that learners were happy when their teacher says they read well in English.

In the extrinsic drive to excel dimension which included recognition and competition. Teacher strategies used in online learning by the English teacher of MAN 2 Batam is lack of fostering in competition item. As the teacher asked to read aloud by mentioning students' name directly, students' lack of extrinsic motivation of competition in online learning environment with synchronous design. Based on the observation, there is no possible competition in the reading class. Furthermore, in the recognition item, students gain high frequency that in line with the result of interview that they were happy if the teacher know their reading ability in English.

P1: I will be happy, Sis. Actually, even only my friends know my reading ability, I will be fine.

P2: I will be happier Sis if my teacher know...

P6: "I will be glad Sis, if the teacher know my reading skill"

The read aloud strategies in online learning give positive impact on students extrinsic motivation extrinsically which the recognition item. It provided active engagement in the online classroom as the students are willing to read aloud a passage that the teacher asked. Students willing to read to show off their reading ability to the teacher as they feel that pleasure. The read aloud strategy also well-established as the result of the students extrinsic motivation tendency is high.

Table 4.4. The Result of the Extrinsic Academic Compliance: Compliance and Grade

Items		Scale 1	Scale 2	Scale 3	Scale 4
Compliance	6.1	9.7%	29%	38.7%	22.6%
	6.2	6.5%	9.7%	38.7%	45.2%
Grade	7.1	6.5%	16.1%	32.3%	45.2%
	7.2	16.1%	35.5%	29%	19.4%
	7.3	9.7%	12.9%	38.7%	38.7%
	7.4	19.4%	12.9%	29%	38.7%

Table 4.4 presents the second categorize of MREQ, which is extrinsic academic compliance. The compliance item consists of 2 statements, and the grade item consists of 4 statements. The first item constructs the academic compliance factor, which is compliance. Item number 6.2 in the fourth point gained the most significant percentage. It reached 45.2% on the four-point Likert scale for the statement, "I do my English reading assignments precisely as the teacher tells me to do them." Besides, in grade construct, 45.2% of the learner agreed with statement number 7.1 in the fourth point. It indicated that learners believe that receiving a good grade in English reading is important.

Moreover, in the compliance item, the way teacher asked to read aloud which by mentioning the students name directly also support the students extrinsic motivation. Based on the observation, all the students that asked to read aloud are willing to read. The reason of its willingness is the form of students compliance to the teacher.

P4: If I pointed, I am willing, Sis.

P5: "Because i respect my teacher, so i am willing"

P9: "Yes, as the students is more willing to read, Sis. Because of grade and also that is teacher command

P6: Because the teacher asked me to read Sis

Table 4.5. The result of the Questionnaire in Extrinsic Social Sharing

Items	Scale 1	Scale 2	Scale 3	Scale 4
8.1	25.8%	45.2%	22.5%	6.5%
8.2	22.8%	41.9%	25.8%	9.7%
8.3	22.6%	48.4%	25.8%	3.2%
8.4	25.8%	32.3%	32.3%	9.7%

Table 4.5 consists of the extrinsic social sharing category that having four items. According to the table above, the social sharing item has the most significant percentage in item number 8.3, a two-point Likert scale. There were 48.4% and indicated that the learners do not like talking with their friends about what they read in English. It also showed in items number 8.1 and 8.2 in which gained 45.2% and 41.9% each in the Likert scale number 2, "A little different from me."

As we all know that online learning is lack of physical interaction, it means the students also could not meet their peer in online learning. Lack of focus as it impacts the effectiveness of the learning process and could not meet their peer is their experiences through online learning. As the response from the P2, P3, P4, P8 when the researcher asked about their experience through online learning in a year, they spontaneously talked could not meet their peer makes they feel lack of spirit to learn and bored.

Students interview excerpt:

» P2: “Hmmm, it's not fun, sis. The first is, you can't even study with friends and the material not fully understand.”

P3: “ It was quite saturating. Because we are just at home and we don't have friends to talk to, because if we go to school where can friends be invited to discuss, study, work together”

P8: “There is something like it or not, sis, if you don't like it because I'm not with friends. If you like looking for your task on Google” »

As the effect students lack of interaction with their peer, In extrinsic social sharing dimension through online learning is lack. None of the participants of this study response that they are sharing what they read with their friends via online. The students more extrinsically motivated in social sharing dimension in offline learning. Furthermore, the teacher strategies used does not support students' interaction with their peer. The teacher strategies used tend to be more in teacher-student and student-content.

4.1.3. The Teacher Strategy that Foster EFL Reading Motivation

Three main themes emerged through the result of the interviews and the observations. The first theme is depth understanding as the result of the questionnaire is the teacher involvement is the key to EFL reading motivation. The second theme is the reading instructional to read aloud that unconsciously fosters the reading motivation. Further, the researcher found the third theme is the scaffolding used to increase reading motivation among EFL students. The last theme was reading outside class activity that positively impacted the foreign language learner's reading motivation.

4.1.3.1 The Way Teacher Asked to Read Aloud Influence Reading Motivation

Another part that became apparent when collecting the data was the teacher's role in students' reading motivation toward online learning. The learner's desire to be recognized is contribute to motivating the learners to read in English. If the teacher plays a role, the learners are more motivated to read English text. Recognition by the teacher is the gratification in receiving tangible recognition for success, like students like having the teacher say that they read well. The participants of this study also feel happy if the teacher recognized their reading ability in English.

Students interview excerpt:

»P1: I'm happy, sis, actually even if my friends don't know, I'm already glad I can speak English. It would be even better if the teacher notices me.

P5: "I would like it, Sis, if the teacher knows my reading ability."

P6: "It would be nice if the teacher knew my reading ability."

P7: "It would be nice if the teacher knew that I read it well."

The participant shared the assignment relate to reading in English, where the teacher asked students to read aloud a passage based on the topic in the book. They described reading a passage one by one, and the whole class listened to the reader. Furthermore, the teacher improved the pronunciation of the text if the reader ever makes mistakes.

Students interview excerpt:

»P3: Yes, in every class, the teacher always gives reading assignment

P6: "Yes, before you explain how to read it, he asks us to take turns reading the text. So, for example, if there is a mistake, you correct and explain the words and the whole meaning."

P7: "Our teacher, this is often the case, Sis, for example, there is a new chapter, there is a text, He often asks to read one by one, and at the end, you explain again what the pronunciation is, how? like that"

P8: "Once, sis. The form is reading on this page, and if something goes wrong is corrected."

The reading activities and assignments are adjusted in online learning in MAN 2 Batam as a learning activity. The participants of this study spoke about their perception of the teaching strategies used in the English online classes and how it affects their reading motivation. The fact that online class lacks teacher control and may even be contradictory within a single individual helps the researcher understand the participants' perspective with the teacher's role in online learning. Particularly in reading material for online classes, learners lack the motivation to participate in the class. Simultaneously, in MAN 2 Batam, the English teacher applied a strategy that directly asked students to read by noticing their names. Surprisingly, a total of 9 interviewees of this study agreed to read aloud if the teacher asked them by noticing their name even in online learning.

Students interview excerpt:

»P2: "Yes, I want sis, yes, because when I read in English I quite like it"

P3: "Immediately point to the name."

P4: "If I am appointed, I want to read."

P5: "I was appointed, sis, and yes, even though it was okay, sis,

P7: "Was appointed Sis / Want to Sis. »

The researcher found that the students accept reading aloud through online learning as their compliance with a teacher. The acceptance was just only because the teacher asked them directly to read.

Students interview excerpt:

»P1: "Sometimes yes, sis, for example, Kahfi. Read what page. Read aloud. No, if you just point it, sis. Please, Sis. That's the teacher's command, sis"

P4: "Yes, because I was already appointed, sis, so I wanted to. I continued to be nervous too."

P6: "I was appointed sis, pointed directly. Because I was told to do that, sis, so I want to" »

The other participants respond that it was the process of them learning English. As a result, P8 and P9 feel happy if the teacher asked them to read aloud a passage and trust it as the learning process if they make any mistakes.

Students interview excerpt:

»P8: “Sometimes I point directly like that, Sis. Was there a Time when I was appointed? I was nervous because I was shocked and some words read wrong.”

P9: “Point out usually. Yes, if you just read, its okay, sis, to read. If you learn the language, Sis, that's the language you read first because if you don't read, you want to speak or listen, you won't understand, sis.”

»P3: Because, so that you turn off the camera, the same turn off the sound, right, so sir, so I'm absent too, the way is to be called one by one his name tells us to read so that we won't sleep like that or we won't run away from the meet.»

Based on the interview excerpt above, all interviewees are ever asked to read aloud during online learning. They agreed to read because it was their compliance with the teacher with just a few pronunciation difficulties during the reading. Besides, they do believe it was just part of the learning process and delight of it. One statement from P3 noticed the researcher that it was the teacher's strategy to ensure students' readiness in the online class. In conclusion, this strategy provided the students' extrinsic motivation to read. P3 and P9 highlight the grading they expected after reading a passage that teacher asked them to read aloud in the online classes. Grades also define the teacher's desire to be favorably evaluated, like students willing to read to improve their rates; as P3 stated, this online learning is quite hard to get plus grading. So, if the teacher is asked to read, there will be an opportunity to get plus grading by reading the passage perfectly.

Students interview excerpt:

»P3: Yes, sis, because we have to learn through online learning. So, you want to expect the grades from where? If not from assignments or appreciation from the teacher, right? If not, from our activeness in online classes, where do we get the

grade? Because to be honest, if the test scores, it's terrible not this good, so I compensate. If the test is complex and not that good, at least be active and follow the lessons in class

P9: Yes, students will want to do more for the sake of more grades by obeying the teacher's instructions to read.»

4.1.3.2 Scaffolding Strategy Impact on EFL Reading Motivation

Furthermore, the scaffolding strategy that the teacher used also supports learning reading among EFL students. Some participants of this study found that reading in English is challenging. The main issue that the researcher highlights is the lack of vocabulary and pronunciation. Furthermore, the scaffolding strategy presents to assist students in overcoming their difficulties in a text-related learning situation. During the learning process, the teacher of MAN 2 Batam primarily assists in translating the new vocabularies, explaining its meaning, and explaining the context of the text.

Students interview excerpt:

»P1: I am lacking, Sis, if many vocabularies don't know or don't understand.

P2:for example, under challenging words. .

P6: Yes, Sis, maybe usually because of the new vocabulary Sis, because it has to be translated again

P7: Sometimes I like it, Sis, but sometimes I don't understand the vocabulary, so it's hard to catch the meaning of the story ...

P8: I don't know what the meaning is

P9: The first is the vocabulary, the second is the pronunciation. We don't know it.

Based on the students' interviews above, most of them find that reading in English is challenging with the new vocabularies and the pronunciation. Meanwhile, these two points are what they will gain with reading. Unconsciously, the scaffolding strategy used by the teacher in teaching reading comprehension assists them in achieving the objectives of reading in English for the foreign language learner.

P2: Still reading it, but I usually ask someone smarter ... the meaning.

P3: If it doesn't fit to be told, I haven't been prepared yet. I look at the text first, then ask the teacher first, "How about reading this, Sir" then I start reading.

P5: Sometimes it is dictated by the teacher when you read it yourself, then continue reading when you read it.

P6: Continue Sis. If you find complicated math, I usually stop right away, Sis, to continue later, but if you don't read it, I continue.»

The result with the students' showed that they still willing to read even they found any drawback such as the new vocabularies and pronunciation. Curiosity is one of the reasons they continue the reading. Besides, some of them stated that they continue because during the reading aloud activity, the teacher assists them through scaffolding strategy by informing the meaning of new vocabularies and pronouncing the new word they find in the passage. The reading motivation is cumulative while the teacher assists them in the reading process toward the scaffolding strategy. Indeed, by the scaffolding strategy, the student's willingness to continue reading while they get helped among their issues in reading, and it is the way the students get a complete understanding of the text they have read.

4.1.3.3 Reading Outside Class has a Positive Impact on Reading Motivation

The reading activity could be both inside and outside class. The way the teacher designs the reading activity will significantly impact the students reading motivation. Besides, the participant of this study is rarely reading in English outside the class. The online learning that conducted recently is the approach for students to study at home. One of the participants also added no reading sources that affect their reading activity outside the class.

»P3: Not outside of class. It's rare.

P7: Rarely, sis

P4: No, if it's outside class

P8: Not really, Sis. There is no reading material.»

Furthermore, the participants of this study are deliberate lack of reading in English outside class. The researcher highlight statements P3 and P5 about their willingness to read outside class if the sources provided or the teacher enquired. Based on the observation and the interview among students and teachers of MAN 2 Batam, one of the reading activities is reading outside class. The teacher once supplies the students with fun short stories. The final assignment for the last grader is a reading activity outside class with the system developed by the teacher. The reading motivation of the students increasing as the teacher enquired them to read.

»P5: To study, the teacher told you to read the text, but at home, there is no reading and reading if asked to do it.

P3: It doesn't mean that I can read. If there is, I will try reading it anyway.

They also get a reading assignment for the final practice exam to read a narrative text directly in front of the teacher. The text is provided by the teacher, where the students could choose their favorite passage. The teacher gives a chance for each student to come to school and read it. Furthermore, the students love to have this kind of assignment as it easy and straightforward assignment but still gives them new knowledge and vocabulary.

Students interview excerpt:

»P6: "There was a reading test recently."

P7: "Once, sis, I read the practical exam, sir Ghalih gave three texts, then we choose which one we want and read it in front of Pak Ghalih

P4: "The task of practicing UAS is also reading the text, sis.

P9: “The reading assignment is rare, sis. We only have examination sis. From my point of view, it made it easier, Sis, because we just read it. Sometimes, sir, you are told to read it first. »

The reading outside class that the teacher used as the strategy supports foreign language learner reading motivation—the strategy with reading sources, teacher involvement, and teacher instruction. The students feel the pleasure of reading activity and enhancing their willingness to read in English. The limitation duration in online learning contributes to creating an effective reading activity environment; through this reading activity, the teacher design has already supported the students' English learning experience, especially vocabularies and pronunciation. The teacher also instructed that each student has to read aloud the passage given in front of him. This unconsciously has a positive impact on students' reading motivation.

P6: Oh sir, I'm sorry, I keep giving you narrative text as if we were reading it in front of our teacher. So if we go to class, there are more vocabulary words or words we've never heard before, so it's okay if it's in English

P7: Yes, I did the practical test reading. Sir Ghalih gave three texts. Then we choose which one we want to read and read it in front of Pak Ghalih because it is easier. After all, there are many other tasks.

The students are willing to read the text given because it is an easy assignment for them. The challenge to read aloud directly in front of the teacher enhances their motivation to read the text provided firstly as their preparation. The teacher's involvement in providing reading outside class activity does positive affection on students' reading motivation. This finding supports a questionnaire that foreign language learners are frequently extrinsically motivated to read in teacher involvement items.

4.2 Discussions

The educational field has transformed through online learning as the impact of the pandemic in 2020. In a year, students reading motivation was influenced by the novel learning environment through online learning. Besides, the teaching strategies used toward online learning also affect student's type of reading motivation. Indeed, the following is the discussion of the study that consists of the teaching strategies used to teach reading, the type of reading motivation among foreign language learners through online learning, and the way teacher strategy used that foster students' reading motivation. The discussions are in line with the research questions based on the collected data material and in the light of the theoretical approaches outlined in chapter two.

The first research question is the teacher strategies in online learning in teaching reading for twelfth-grade EFL students of MAN 2 Batam. Based on the result of this study, the teacher implied a common strategy that motivates students to read in twelfth grader students of MAN 2 Batam as follows: (1) read aloud, (2) scaffolding, and (3) Reading outside class. The researcher found that when the class begins, the teacher regularly asked students to read aloud. The passage is based on the material in the book they used. The way the teacher asked students' is an important thing to measure. In synchronizing online classes, the English teacher of MAN 2 Batam instructs by directly pointed each student's name to read aloud. Surprisingly, the participants that were ever asked to read aloud in online classes agreed to read aloud.. Indeed, the teacher strategies found in this study enrich the theory of teachers strategies in teaching reading proposed by (Vacca,

1999) which in with synchronous online class design. The read aloud, scaffolding and reading outside class teacher strategies are still applicable and seen as one of the effective way to teach reading through online learning that foster foreign language learner motivation to read in English.

The following is the type of EFL students' reading motivation through online learning in MAN 2 Batam. The results revealed that the EFL students of MAN 2 Batam are intrinsically and extrinsically motivated to read in English. However, the MREQ and semi-structured interview results show that the foreign language learner of MAN 2 Batam are more extrinsically motivated because they were happy when their teachers say they read well in English. The result is similar to (Niazi & Zahid, 2019) that analyzed the intrinsic and extrinsic motivation for learning English as a second language (ESL) among pre-university students of Pakistan who used MREQ adopted from (Komiyama, 2013) and the students are mainly motivated by extrinsic motivation.

The most frequently used by the students in the intrinsic category is involvement-2.1 stated, "It's fun for me to read about something I like in English" (58.1%); most of the students prefer to scale number 4, which is "a lot like me." Meanwhile, extrinsic motivation has item number 5.1 in the drive to excel for recognition category, indicating that learners were happy when their teacher says they read well in English. Most students choose scale number 4, "a lot like me." It can be noted that in this research, extrinsic motivation is higher than intrinsic motivation.

Furthermore, EFL students of MAN 2 Batam have experienced that online learning impacts the ineffectiveness and lack of focus during the learning process. This is related to the study (Kyaw & Tin, 2020) that investigated a learning environment to foster students' reading motivation. It shows that the physical learning environment was the best for the reading and learning environment as the salient factors. Besides, the EFL student who is slightly extrinsically motivated to read means their willingness to read comes from outside to gain a reward or avoid punishment (Ahmadi, 2017). This study has shown consistency with the same tasks (Ahmadi, 2017; Klæboe, 2020; Niazi & Zahid, 2019; Pangestika, 2018; Salikin et al., 2017; Zhao, 2016) that investigated the reading motivation using MREQ as the instruments. These studies have shown that the students are more motivated to read in English extrinsically. This study is similar to (Zhao, 2016) which conducted a study among Chinese ESL students reading motivation. Extrinsic academic compliance is the most significant influence on the participants' reading motivation in English. It means that most Chinese students in ESL programs read for educational purposes.

This study contrasts with the study conducted by (Komiya, 2013) who revealed that the students' most frequent categories of motivation in reading English are intrinsic motivation designed to investigate adult EAP students' reading motivation. Yuliandri (2016), as cited from (Pangestika, 2018) indicates that intrinsic motivation is the most frequently affect student reading motivation. The intrinsic motivation influences by their experience in reading English texts. The learners who have more experience in English reading have more desire to

read the English texts. It will be easier for them to get involved in English texts than others who lack experience. In short, the finding of previous research was different from this research.

Furthermore, based on the result of the MREQ that revealed EFL students' of MAN 2 Batam slightly extrinsically motivated in the recognition category, they were happy when the teacher says they read well in English. This implicated that teachers are playing an essential role in their reading motivation as extrinsic motivation. It suggested by Anderman cited in (Dornyei & Ushioda, 2011) from (Salikin et al., 2017), the teacher played an important role in motivating the students by frequently giving reading assignments and amount of compliments to the learners' in appreciating their courage in English reading class activities. The teacher also played a role in creating a learning environment where all the students could enjoy the reading class. Through online learning, EFL students' are extrinsically motivated by recognition items from the teacher

Lastly, as the students in this study pointed out, there are three main teacher strategies used to teach reading through online learning. The analysis revealed teachers' strategy used by an English teacher in MAN 2 Batam fosters foreign language learner reading motivation as follow: 1) Directly mentioned students' name to read aloud, 2) scaffolding impact to reading motivation through online learning, and 3) More reading outside class activity in an online class.

Several studies have found that reading strategy instruction correlating with reading motivation. The correlation between reading motivation and reading strategy instruction promotes reading comprehension, as cited in (L. Wu et al.,

2021) from (Song et al., 2000; Zentall & Lee, 2012). Remarkably, the previous study indicated that reading strategy instruction significantly positively affected ARM, focusing on struggling students in mainland China. The reading strategy promotes self-determination and automation of reading comprehension because they feel supported and encouraged by the teacher and peers. The use of directly mentioned the students' names to read aloud is related to the self-determination theory proposed by (Ryan & Deci, 2009, 2017) as cited from (L. Wu et al., 2021)) that with an attitude of willingness that reflects an inner acceptance of the value or utility ARM could improve reading performance through active engagement in the classroom.

Active engagement in the online classroom is the focus of this study. Studies related to teaching strategies to foster students' reading motivation in the five focus groups are essential themes: building relationships between teachers and students. (Unrau et al., 2015) highlight the importance of building relationships with each student and became a significant theme in their study. Based on the focus group transcription, they found word relationships frequently appeared more than 15 times. The teacher of this study asked each student to read aloud unconsciously to help them read. Supported by one of the teachers in (Unrau et al., 2015) said, "... with children you have to build their self-esteem and their trust, their relationship and then that will help with the motivation. By creating a connection with the students, the struggling reader will feel connected to the teacher and the material and foster their reading motivation.

Students' willingness, need, desire, and compulsion in the learning process are determined by their successes. According to (Anggrainy, 2020) in (Gaffar 2020), one aspect that supports the learning process is familiarity with the student's name. (Seeman, 1983) agreed that personal names serve many psychological purposes both for the namer and named. The name goes to an individual identity that clarifies who we are and drawing other people's attention. This study supports the result in (Anggrainy, 2020) that knowing students' name improves the students' attention in the learning process. Noticing students' names during the learning process builds connections among students and teachers, increasing online classroom engagement during the learning process.

This study also agreed with (Yulita & Neno, 2021) that most teachers tend to see the pronunciation and reading aloud as parts of the classroom reading routine. (Unrau et al., 2015) cited from (Guthrie & Wigfield, 2000) that motivation is the foundational process for reading engagement. Besides, reading engagement theory explains how instructional, motivational, and engagement variables interact to explain reading outcomes. Meanwhile, reading motivation is related to reading engagement. This study contributed to a deeper understanding of the third finding of (Unrau et al., 2015) that reading engagement mediated the effect of an instructional context on students' outcomes such as strategy use and comprehension. To foster literacy among the students, the teacher might develop communities of practice or building relationships (Wenger, 1998).

The teacher strategy used by the teacher in this study in the read-aloud instruction model could promote and promote foreign language learner reading

motivation through online learning. The process of pointed students' names to read aloud is viewed as having a significant influence on fostering their reading motivation, such as challenge, involvement, recognition, compliance, and grade. This discussion led to the support building relationships with the students to foster reading motivation extrinsically during the learning process is mentioned the student's name if using read aloud strategy. As the researcher is aware of bonding and relationship building, mediated reading motivation is the performance of identities in classroom settings and how the teachers elicit students' identities. The mediating effect of directly mentioned students' names to read aloud shows the positive intensity from the students during the online classes in increasing classroom engagement during the reading teaching.

The teacher's scaffolding strategy in this study supports the recent study related to scaffolding in online learning. In line, scaffolding could improve the quality of education and the learning outcomes. (Doo et al., 2021) has confirmed that scaffolding strategy has a significant effect on the learning outcomes in online education. They recommend studying an in-depth understanding of scaffold instruction that the online learning instructors could imply. Meanwhile, this study has explored specific instructional approaches used in online environments that foster foreign language learner reading motivation.

This study emphasized the teacher strategies for reading motivation through online learning. Further, scaffolding strategy is expected to substantially improve online learner's outcomes and learning experiences (Bonk & Cunningham, 1998). Through the scaffolding strategy, teachers could increase

positive self-efficacy as it provides positive and genuine feedback for students' progressive reading practices (Tiley, 2009). Self-efficacy is students' confidence and optimism in their reading abilities (Risinger, 2013). (Meece, 2006) also defined self-efficacy as one's personal views and confidence levels on their ability. Most of the students that struggle in reading have challenging motivation intrinsically. This challenging drives the students to negatively feel about the lesson if they had failures in the past.

Scaffolding provided the teacher role in assisting the struggling students in reading a passage. Based on this study, students give positive feedback if the teacher helps them with the new vocabulary and pronunciation. Teachers could contribute to students' confidence by continually praising students' achievement and reading efforts, fostering students' self-efficacy. This result support (Fountans & Pinell, 2001) stated that scaffolding is the critical key while thinking of students reading motivation. If the students do not understand how they should read a text, we could not expect them to find that reading is fun and interesting. Indeed, the scaffolding strategy used in online learning also supports foreign language learner reading motivation with synchronizing design.

Reading motivation is developed from many elements, whether the students, classrooms, communities, or the environment. A context of engagement model proposed in (Guthrie et al., 2000) that teacher strategy also refers to teachers' instruction in improving learning from the texts. Teacher strategies involve the instructional strategy while it is referred to interact with and learn from text, such as visualizing and making connections between a text and the

reader's background knowledge. As the intrinsic motivation result from the MREQ that EFL students' agreed, it is fun to read something they like in English that reaches 58.1%. Indeed, based on the interview result, even though the text is hard to read if the topic is interesting, they are still willing to read the English text.

Indeed, independent reading activity under control could promote students' motivation for reading. (Unrau et al., 2015). (Risinger, 2013) the other way to foster reading motivation is increasing teacher literacy instruction to provide students with independent reading time. The teacher could provide more frequent reading opportunities or sustain a reading program. This is required reading supports from the teacher (Lee, 2011). so the reading program will incredibly beneficial for students practicing reading independently. (Risinger, 2013) found in their study that not all teachers in their study provided independent reading time in the curriculum, and the frequency of the reading program is based on the teacher. (Ivey & Broaddus, 2000), from the survey, one struggle the teacher faces in providing opportunities to students to read independently is the lack of time. Besides, (Borgonovi 2011) stated that providing time for students to read might not increase students reading motivation or comprehension skills.

This study showed that reading motivation should include teacher involvement to foster their reading motivation through online learning. The novel environment of online learning impacts their willingness to read intrinsically. The students require guided support to increase their reading skills. With teacher's mentors, it will assist students in reading practice (Miller, 2009). The implementation of reading outside class by the teacher of MAN 2 Batam may be

an effective way to ensure that all students are provided with adequate independent reading time and guidance and support from the teacher as they keep practicing reading.

In addition, one of the issues of the implementation of reading outside class is the reading sources, and teachers have never been adequately prepared to teach reading or supply that interest the students. (Risinger, 2013) observed one effective strategy is the use of technology devices with e-readers capabilities. As the teacher stated, this online learning promotes the other function of smartphones for educational purposes. The students are familiar with virtual meeting applications, e-learning, and another benefit from WhatsApp. With the vast development of technology nowadays has already impacted the educational field (Chinappi, 2015), the teacher had to design it to provide more outside class reading activity. This strategy could positively affect students' reading motivation and promote adequate independent reading time with teacher guidance and support to help them be more motivated to read in English.

CHAPTER V

CONCLUSION AND SUGGESTION

The previous chapter has discussed the findings and discussions of the data collected from semi-structured interview, observation and questionnaires. This chapter is discussed the conclusion and suggestion related to the study as follows:

5.1 Conclusion

This study aims to recognize the teacher strategies in teaching reading through online learning to foster students reading motivation. As the result, there are three strategies that English teachers of MAN 2 Batam used to teach reading in online learning, those are: (1) read aloud, (2) scaffolding, and (3) reading outside class. The teacher could help them foster reading motivation by giving frequent assignments and creating a good atmosphere in the English reading online classroom. Providing an abundance of high-interest texts in the classroom enables teachers to adapt their reading instruction to students' preexisting motivations. However, for the learners to become interested, they must be engaged, and to achieve this, they must be presented with reading material that catches their attention. The teacher provides the inside classroom reading activities and could allow an outside classroom reading activity.

Furthermore, it can be concluded that the type of reading motivation found in online learning toward the teacher strategies used are curiosity, involvement, recognition and compliance which means that students are extrinsically motivated to read in online learning. This research also confirmed through online learning

that EFL students' reading motivation requires the support of the cognitive processes of reading from the teacher. Hence, the teacher could incorporate these teacher strategies to foster students reading motivation in online learning.

After the whole process of analysis, the teacher strategies used considered could foster EFL students reading motivation. Directly mentioned students' names as the reading instruction that can lead their reflects an inner acceptance and active engagement. The scaffolding strategy also impacts EFL reading motivation as the teacher contributes to students' confidence by continually praising students' achievement and reading efforts fostering students' self-efficacy. Reading outside class activities promote adequate independent reading time with teacher guidance and support to help them be more motivated to read in English. Throughout this study, the researcher has learned a lot about reading motivation and teacher strategies to foster foreign language learner reading motivation. EFL students could quickly motivate them in the learning process since it is a long-life habit by relating the learning activity into their daily lives and required pedagogical and teacher support in online learning.

5.2 Suggestion

Reading motivation in a second language has not been researched much; the struggling process in finding enough literature is considered. This related topic about reading motivation is important to research since we do not explore reading motivation in a foreign language. This study has provided insight into reading motivation through online learning and its impact on teacher strategies. Therefore, this study portrays EFL students' reading motivation through online learning to

foster the foreign learner reading motivation toward online learning. Besides, further research is recommended to find the English reading motivation by using different instruments.

The reading motivation also recommended analyzing aptitudes, learning strategies, and reading sources through online or traditional learning. This research could help further research in doing observation related to EFL students, primarily through online learning. Besides, the researcher did not use specific measures for students' reading motivation toward implementing the teacher strategies in online learning. This approach still needs to investigate how the teacher strategies can foster students' other skills and examine factors that could foster students' reading motivation

To fully understand what strategies effectively foster students reading motivation, more research is needed. Get a broader population of the current teacher reading motivation practices and reinforce the validity of data. This study only focuses on teacher strategies and reading motivation that further research examining other approaches or manner to promote reading motivation or the other impact of the teacher strategies used to other language skills. Teacher training and professional development could be one step in the right direction to increase reading motivation practices. It would also be recommended for further study to conduct personal interviews with the teacher and the vice-curriculum to gain more significant information to prevent data bias.

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APPENDICES

APPENDIX I. Permission Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id>, email : fitk@uin-malang.ac.id

Nomor : 416/Un.03.1/TL.00.1/01/2021 8 Februari 2021
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala Madrasah Aliyah Negeri 2 Kota Batam
di
Jl. Goldenprawn, Bengkong Laut, Kec. Bengkong, Kota Batam,
Kepulauan Riau 29444

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fitri Pangestu Noer Angrainy
NIM : 17180010
Jurusan : Tadris Bahasa Inggris - S1
Semester - Tahun Akademik : Genap - 2020/2021
Judul Skripsi : **Teacher Strategies to Foster EFL Reading Motivation Through Online Learning of MAN 2 Batam Students in Academic Year 2020/2021**
Lama Penelitian : **Februari 2021** sampai dengan **April 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 399/Un.03.1/TL.00.1/01/2021 8 Februari 2021
Sifat : Penting
Lampiran : -
Hal : **Izin Survei**

Kepada
Yth. Kepala MAN 2 Kota Batam
di

Jl. Goldenprawn, Bengkong Laut, Kec. Bengkong, Kota Batam, Kepulauan Riau
29444

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris - S1 Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fitri Pangestu Noer Anggrainy
NIM : 17180010
Jurusan : Tadris Bahasa Inggris - S1
Semester - Tahun Akademik : Genap - 2020/2021
Judul Skripsi : **Teacher Strategies to Foster EFL Reading Motivation Through Online Learning of MAN 2 Batam Students in Academic Year 2020/2021**

diberi izin untuk melakukan survei/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

H. Agus Maimun, M.Pd
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Tembusan :

1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
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Jalan Gajayana 50, Malang, Jawa Timur
http://fitk.uin-malang.ac.id email: fitk@uinmalang.ac.id

Nomor : 404/Un. 03.1/TL.001/01/2021 8 Februari 2021
Lampiran : -
Perihal : Validasi Instrumen

Kepada
Yth. Bapak/Ibu Dr. Suparmi, M.Pd
di tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Fitri Pangestu Noer Anggrainy
NIM : 17180010
Program Studi : Tadris Bahasa Inggris - S1
Judul Skripsi : The Motivation for Reading in English Questionnaire
Dosen Pembimbing : Dr. Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator Skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n. Dekan
Wakil Dekan Bid. Akademik,

Dr. Muhammad Walid, M.A
NIP. 197308232000031002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BATAM
MADRASAH ALIYAH UNIT SEKOLAH BARU FILIAL MAN BATAM**

Jalan Golden Prawn Bengkong Laut Kecamatan Bengkong
Telepon/Faksimili (0778) 495723 Kode Pos : 29457

Website : www.mafilialusbbatam.sch.id Email : manduabatam@gmail.com

SURAT KETERANGAN

Nomor : B-128 /Ma.32.02/PP.00.6/05/2021

Yang bertanda tangan dibawah ini :

Nama : ULFAH ISMIATI, S.Pd., M.M.
NIP : 19670806 199803 2 002
Pangkat Gol. / Ruang : Pembina – IV/a
Jabatan : Kepala Madrasah

Dengan ini menerangkan :

Nama : FITRI PANGESTU NOER ANGGRAINY
N I M : 17180010
Jurusan : Tadris Bahasa Inggris – S1
Fakultas : Fakultas Ilmu Tarbiyah dan keguruan
Universitas : Universitas Islam Negeri Maulana amlik Ibrahim Malang

Berdasarkan Surat dari Universitas Islam Negeri Maulana amlik Ibrahim Malang nomor : 399/Un.03.1/TL.00.1/01/2021 tanggal 08 Februari 2021 perihal Izin Survei, bahwa atas nama mahasiswa tersebut diatas telah menyelesaikan Survei/Studi Pendahuluan yang dilaksanakan mulai bulan Februari s.d. Mei 2021.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Batam, 11 Mei 2021

Kepala Madrasah,

ULFAH ISMIATI, S.Pd., M.M.
NIP. 19670806 199803 2 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BATAM
MADRASAH ALIYAH UNIT SEKOLAH BARU FILIAL MAN BATAM**

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SURAT KETERANGAN

Nomor : B-110 /Ma.32.02/PP.00.6/02/2021

Yang bertanda tangan dibawah ini :

Nama : ULFAH ISMIATI, S.Pd., M.M.
NIP : 19670806 199803 2 002
Pangkat Gol. / Ruang : Pembina – IV/a
Jabatan : Kepala Madrasah

Dengan ini menerangkan :

Nama : FITRI PANGESTU NOER ANGGRAINY
N I M : 17180010
Jurusan : Tadris Bahasa Inggris – S1
Fakultas : Fakultas Ilmu Tarbiyah dan keguruan
Universitas : Universitas Islam Negeri Maulana amlik Ibrahim Malang

Berdasarkan Surat dari Universitas Islam Negeri Maulana amlik Ibrahim Malang nomor : 399/Un.03.1/TL.00.1/01/2021 tanggal 08 Februari 2021 perihal Izin Survei, maka dengan ini kami memberi Izin untuk Survei/Studi Pendahuluan atas nama Mahasiswa tersebut diatas yang dilaksanakan mulai bulan Februari s.d. Mei 2021.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Batam, 10 Februari 2021

Kepala Madrasah,



ULFAH ISMIATI, S.Pd., M.M.

NIP. 19670806 199803 2 002

APPENDIX 1I. Teacher Interview Guidline

1. *Sejak kapan mengajar di MAN 2 Batam?*
Since when did you teach at MAN 2 Batam?
2. *Apakah mengajar di MAN 2 Batam ini menyenangkan?*
Is teaching at MAN 2 Batam fun?
3. *Kurikulum apa yang digunakan di MAN2 Batam saat ini?*
What curriculum is used in MAN2 Batam today?
4. *Bagaimana pengalaman mengajar online?*
How is the online teaching experience?
5. *Apakah ada kesulitan dalam mengajar online?*
Are there any difficulties in teaching online?
6. *Kalau pembelajaran reading dikelas bagaimana pak?*
How about reading lessons in class, sir?
7. *Strategi apa yang sering anda gunakan saat mengajar materi reading?*
What strategies do you often use when teaching reading material?
8. *Apakah bapak mempunyai strategi khusus dalam meningkatkan motivasi membaca siswa?*
Do you have a specific strategy for increasing students' reading motivation?
9. *Kalau kesulitan yang siswa hadapi saat materi membaca itu apa ya pak?*
What are the difficulties students face when reading material, sir?
10. *Bagaimana cara bapak menyikapi ketika ada siwa yang sulit memahami teks?*
How do you respond when there are students who have difficulty understanding the text?
11. *Apakah bapak ada memberi tugas membaca pada siswa?*
Do you give students reading assignments?
12. *Bagaimana cara bapak melatih pemahaman membaca siswa?*
How do you train students' reading comprehension?
13. *Apa ada hal penting lagi yang ingin bapak sampaikan mengenai motivasi membaca siswa?*
Is there anything else important you would like to say about students' reading motivation

APPENDIX III. Teacher Interview Transcript

No : 01
 Informant : English Teacher of MAN 2 Batam (GR)
 Date : Mei, 02nd 2021
 Time : 21.00 WIB
 Place : Video Call WhatsApp
 Topic : Teacher strategies and reading motivation

Researcher/ Informant	Interview Transcript
Researcher	<i>Untuk Pak G. sendiri sudah berapa lama mengajar di MAN 2 Batam?</i> For Mr. Ghalih himself, how long has it been teaching at MAN 2 Batam?
Informant	<i>Dari tahun 2018, berarti kira masuk tahun ketigalah</i> From 2018, it means that it is about to enter the third year.
Researcher	<i>Sebelumnya apa pernah mengajar disekolah lain pak? //</i> Have you previously taught at another school, sir?
Informant	<i>Kalau disekolah lain belum pernah, paling dulu cuman ppl aja di MAN 2 Malang dan pernah si dulu setahun setengah pengabdian dipondok di jambi, waktu di pare juga pernah mengajar.</i> In other schools, never before, only in MAN 2 Malang and in a year and a half of dedication in a boarding house in Jambi, when he was in Pare, he also taught.
Researcher	<i>Berarti lumayan cukup berpengalaman lah ya pak mengajar, baikk.</i> It means.. you already have a lot of experience in teaching, sir, teaches, okay.
Informant	<i>Insyallah enggak lah ya</i> Insyallah not.
Researcher	<i>Kalau mengajar di MAN 2 Batam sendiri apakah menyenangkan pak?</i> If teaching at MAN 2 Batam itself, is it fun, sir?
Informant	<i>Kalau menyenangkan, ya menyenangkan ya.. karena dibandingkan dengan siswa smp, kalau sma lebih cukup mengerti dan dewasa.</i> If it's fun, it's fun because compared to junior high school students, high school students are more understanding and mature.
Researcher	<i>Kalau kurikulum yang digunakan di MAN 2 apa pak sekarang?</i> What is the curriculum used in MAN 2 now?
Informant	k-13
Researcher	<i>Pengalaman mengajar online bapak ni bagaimana? Apakah ada kesulitan?</i> How about your online teaching experience? Are there any difficulties?
Informant	<i>Kalau pengalaman, ya masih pengalaman pertama ya ini. Sebenarnya agak-agak susah mengajar online ini, karena inikan bahasa asing jadi otomatis banyak kendala. Yang paling jelas adalah koneksi, jadi online ini bisa dibilang complicated lah.</i> If it is experienced, yes, this is still the first experience. It is rather difficult to teach online because the foreign language automatically causes a lot of problems. The most obvious thing is the connection, so online is arguably complicated
Researcher	<i>Kalau menurut bapak prospek kedepannya gimana ni online learning?</i> <i>What do you think about the prospects for online learning?</i>
Informants	<i>Asalkan online learning ini bisa dimanfaatkan ya yang paling penting masalah sinyal/internet. Karena denger2 diindonesia mau dibuat 5G, asal itu bisa disama ratakan. Sebenarnya sisi positif dari online learning, murid itu mengetahui fungsi hape tug a hanya untuk main game aja tapi juga merea jadi tahu google meeting di hape. Terus kalau anak-anak gatau laptop, Kalau menurut bapak prospek kedepannya gimana ni online learning?</i> <i>Asalkan online learning ini bisa dimanfaatkan ya yang paling penting masalah sinyal/internet. Karena denger2 diindonesia mau dibuat 5G, asal itu bisa disama ratakan. Sebenarnya ketika online learning ini jadi mau belajar dan tau cara buat power point, Microsoft word.</i> As long as online learning can be used, the signal/internet problem is the most important thing. Because I heard that Indonesia wants to make 5G, as long as it can be made averagely. The positive side of online learning is that students know the function of cellphones only to play games, but they also know Google meetings on cellphones. Then if the children are not laptops, when this online learning is done, they want to learn and know how to make powerpoints, Microsoft Word.

Researcher	<i>Kalau pembelejaran reading di online learning sendiri bagaimana pak?</i> How about teaching and learning reading in online learning, Sir?
Informant	<i>Antara offline sama online sebenarnya hampir sama ya, karena intinya adalah kita asking the students to read. Nah tapi yang agak-agak susah nya yang pasti kendalanya lagi sekali lagi adalah internet. Karena kita gak tau nih kondisi murid membaca itu kadan-kadang sinyal si anak hilang.</i> Between offline and online, it's almost the same because the point is we are asking the students to read. Well, but the somewhat tricky thing is the internet problem. Because we don't know the condition of the student reading, sometimes the child's signal is lost. <i>Nah kalau saya tipenya bukan yang memberhentikan murid ditengah-tengah dia membaca enggak, biasanya ada murid yang cenderung lagi asik membaca yang kemudian kita berhentikan itu ada murid yang kayak ngedown, jadi saya tipenya biarkan murid membaca sampai selesai dulu kemudian saya perhatikan mana yang salah, saya tulis terlebih dahulu. Nah biasanya seluruh kata-kata yang sudah dibaca sama anak-anak atau kata-kata yang kurang tepat bacaanya saya tulis dank arena ini online biasanya saya tulis lewat power point, terus saya bacakan kembali</i> Suppose I'm not the type of student in the middle of reading it. Usually, some students tend to be more engrossed in stops reading. We stop there are like down students, so I'm the type to let the students read until it's finished first, pay attention to what is wrong, and write it first. So usually, all the words that have been read by the children or the comments I read that are not quite right I write, and because this is online, I typically write them through power points, then I read them back.
Researcher	<i>Apa ada pak strategi khusus yang digunakan untuk meningkatkan motivasi siswa membaca selama pembelajaran daring ini?</i> Is there a particular strategy that you used to increase student motivation to read during this online learning?
Informant	<i>Susah juga ya kalau ni, apalagi ditambah gak semuanya suka dengan bahasa inggris. Tapi kalau saya pribadi, biasanya kalau materi dari buku itu materinya agak-agak tinggi ya bahasanya. Kalau diluar jam pelajaran, saya beri materi materi bacaan seperti short story yang cerita cerita kartun karena bahasanya lebih mudah dipahami. Yah bisa dibilang memaksa secara halus, karena kalau anak yang kurang suka bahasa inggris lalu kita kasih cerita-cerita yang fun jadi mereka akan menganggap bahasa inggris itu fun dan seru.</i> It's pretty tricky, especially if it's added. Not everyone likes English. But for me, usually, if the material from the book is relatively high, the language is correct. If it's outside class hours, I give reading material such as short stories, which are cartoon stories, because the language is easier to understand. You can say that it's a subtle push because if a child doesn't like English, we give them fun stories to think English is fun and exciting.
Researcher	<i>Baik pak, setelah saya observari sendiri dikelas. Bapak selalu meminta murid membaca dengan memanggil nama siswa secara langsung. Kalau secara offline apa sama?</i> Okay, sir, after I did the observation. You always ask students to read by calling the name of the student directly. Is it the same offline?
Informant	<i>Kalau di offline ya sama ya, memanggil secara langsung karena kalau kita hanya meminta "who wants to read?" itu jarang ada yang mau. Jadi mau tak mau bahasanya memaksa secara halus dengan menunjuk langsung gitu dan biasanya kalau teksnya agak panjang, satu murid itu saya kasih beberapa paragraph setelah itu saya acak secara random tiba-tiba saya tunjuk untuk melanjutin. Nah kalau ga bisa saya biasanya kasih hukuman ringan aja. Karena satu sisi untuk materi bahasa inggris agak kurang banyak yang menerima karena kurang sukak lah beda dengan mata pelajaran yang lain seperti seni budaya yang fun lah bisa dibilang.</i> If it's offline, it's the same, yes, calling directly because if we only ask "who wants to read?" rarely does anyone want to. So like it or not, the language forces it subtly by pointing directly like that. Usually, if the text is a bit long, I give one student a few paragraphs. After that, I randomly randomize suddenly I mean to it to continue. So if I can't, I usually give him a light sentence. Because of one side of the English language material, a few people accept it because they don't like it to be different from other subjects such as fun and cultural arts, you can say that.
Researcher	<i>Kalau bapak ngeliat siswa sendiri ni, keliatan gak sih pak apa kesulitan yang biasanya siswa hadapi saat membaca dalam bahasa inggris?</i> If you look at the students yourself, do you see what difficulties students usually face when reading English?
Informant	<i>Sejauh ini kalau saya melihat itu kaau teksnya sudah masuk ke yang bahasanya tinggi gitu misalkan kayak kesehatan, ah kalau dipelajaran sastra itu ada tentang poetry. Bagi saya itu seharusnya materi</i>

	<p><i>anak kuliah tapi sudah dipaksakan diberikan ke anak SMA itu bagi saya sih kurang relevant, jadi susah untuk membacanya. Nah iya vocabularynya itu.</i></p> <p>So far, if I look at it, if the text has entered into a high language, for example, it's like health, ah, when studying literature there is about poetry. For me, it should be material for college students, but it has been forced to give to high school students. For me, it is not relevant enough, so it is difficult to read it. So yes, the vocabulary.</p>
Researcher	<p><i>Oh begitu pak, ketika siswa menghadapi kesulitan seperti itu pak. Bapak menghadapinya gimana?</i></p> <p>I see, sir, when students face difficulties like that, sir. How did you deal with it?</p>
Informant	<p><i>Strategi dari seorang guru yang saya pahami itu adalah, kadang guru itu gak semuanya tau tentang materi pembelajaran didalam buku itu. Biasanya agar guru terlihat bisa walau dia itu gak bisa, jadi sebelum mengajar itu guru biasanya mencari materi dulu, artinya apa, jadi gak spontan aja gitu ngasih ke murid jadi guru memahami dahulu materi yang akan diajarkan kepada siswa.</i></p> <p>The teacher's strategy that I understand is that sometimes the teacher doesn't all know about the learning material in the book. Usually, so that the teacher looks able even though he can't, so before teaching, the teacher usually looks for material first, what it means, so it's not spontaneous to give it to students. Hence, the teacher first understands the material to be taught to students.</p>
Researcher	<p><i>Kalau dikelas apa ada memberikan tugas membaca pak?</i></p> <p>I see, sir, when students face difficulties like that, sir. How did you deal with it?</p>
Informant	<p><i>Ah iya saya kasih untuk tugas akhir itu membaca, kalau hari-hari biasa agak jarang sih kalau online. Minimal face to face kalau memberikan tugas membaca.</i></p> <p>Ah yes, I love reading for the final project; it's relatively rare to go online on regular days. At least face to face if you give an assignment</p>
Researcher	<p><i>Baik pak, kalau untuk melatih pemahaman siswa terhadap bacaan apa ada strategi khusus?</i></p> <p>Yes, sir, if it is to train students' understanding of reading, is there a particular strategy?</p>
Informant	<p><i>Kalau strateginya saya kurang ada sih, karena sebenarnya saya dari jurusan sastra, dan ada kekurangannya yaitu saya memang menyamaratakan seluruh siswa yang padahal sebenarnya mereka tu berbeda kemampuannya. Kalau dalam pelajaran sastra itu kan biasanya 4 jam, satu jam setengah biasanya saya meminta murid untuk membacakan teksnya. Dan kalau ada anak yang bener-bener gak bisa gitu saya lebih tekankan ke dia lebih lama, saya ulangi sampe bisa sampai saya merasa "oh anak ini sudah bisa" baru ganti ke yang lain.</i></p> <p>My strategy is lacking because I am a literature student, and there is a drawback, namely that I generalize to all students who differ in their abilities. In literature lessons, it is usually 4 hours, an hour and a half. I typically ask students to read the text. And if there is a child who really can't do that, I emphasize it for longer. I repeat until I can until I feel, "oh, this child can do it," then change to another.</p>
Researcher	<p><i>Ohh begitu ya pak, baik. Jadi kalau bapak tau ada siswa yang kurang bapak kayak taking role untuk force murid tersebut. Kalau untuk siswa yang sudah bisa bagaimana pak?</i></p> <p>I see, sir, fine. So if you know that students are lacking, you are taking a role for these students' force. What about students who can do it, sir?</p>
Informant	<p><i>Nah kalau untuk siswa yang bisa, saya suruh baca kalau gak diawal pasti diakhir. Kalau untuk siswa yang sudah jago ya biasanya saya minta baca diakhir, karena kalau saya minta baca diawal biasanya anak-anak itu ada juga sih yang biasa aja, tapi ada juga anak-anak yang kek ngedown, loh kok dia udah keren banget.</i></p> <p>So for students who can, I tell them to read. If it doesn't start, it will end. For students who are already good, I usually ask to read at the end because if I ask to read initially, there are usually the kids who are just the usual ones, but there are also kids who are relaxed down. How come he's cool.</p>
Researcher	<p><i>Kalau menurut bapak sendiri nih, kalau motivasi membaca siswa itu penting gak pak guna pembelajaran bahasa inggris?</i></p> <p>In your opinion, if the students' reading motivation is essential or not, sir, for learning English?</p>
Informant	<p><i>Bagi saya lumayan penting ya, karena kalau reading sendiri agak di underestimate sama anak-anak. Karena memang lebih condong ke speaking.</i></p> <p>It is essential because reading is a bit underestimated by the children because it is more inclined to speak.</p>
Researcher	<p><i>Baik pak terimakasih atas waktunya.</i></p> <p>Alright, sir, thank you for your time.</p>
Informant	<p><i>Iya Sama-Sama.</i></p> <p>Yes, my pleasure!</p>

APPENDIX IV. Observation Field Notes

No : 01

Date : 09 February 2021

Time : 08.20 WIB

Place : WhatsApp chat

P: Researcher, BE: (Staff Administration), PG: (English Teacher at MAN 2 Batam)

Sehubungan dengan pandemic dan kegiatan pun dialihkan secara virtual, P menghubungi staf tata usaha yaitu BE dengan tujuan meminta izin untuk penelitian skripsi di sekolah serta membawa surat izin penelitian dari Fakultas. Staf Tata Usaha MAN 2 Batam pun menerima surat dari peneliti dan menyampaikan surat kepada Kepala Madrasah yaitu Ibu Ulfah.

In connection with the pandemic and activities was transferred virtually, P contacted the administrative staff, namely BE, to request permission to research thesis at the school and bring a research permit from the Faculty. The administrative staff of MAN 2 Batam also received a letter from the researcher and delivered a letter to the Head of Madrasah, namely Mrs. Ulfah

Pada jam yang sama yaitu pukul 08.35, peneliti menghubungi PG via WhatsApp chat untuk memberikan surat izin penelitian yang bertujuan untuk meminta izin melakukan penelitian skripsi di sekolah MAN 2 Batam yang lebih tepatnya di kelas Bahasa Inggris dimana PG mengajar. PG pun menerima baik Peneliti untuk melaksanakan penelitian di kelas beliau dan bias menunggu surat izin diterima oleh Kepala Madrasah.

At the same hour, at 08.35, the researcher contacted PG via WhatsApp chat to provide a research permit to request permission to conduct thesis research at the MAN 2 Batam school, which is more precisely in the English class where PG teaches. PG also welcomes researchers to research their course and wait for permission letters to be received by the Madrasah Principal.

No: 02

Date: February 10th , 2021

Time: 09.51 WIB

Place: WhatsApp chat

P: Researcher, BU: Bu Ulfa (Head of MAN 2 Batam)

Berhubung surat izin penelitian sudah disampaikan oleh staf tata usaha MAN 2 Batam kepada Kepala Madrasah. Pada pukul 09.51, 10 Februari 2021 Peneliti menghubungi BU untuk meminta izin secara langsung melalui WhatsApp chat terkait penelitian skripsi di sekolah yang BU pimpin yaitu MAN 2 Batam. Dan pada pukul 11.10 mendapat kabar baik dengan diperbolehkannya Peneliti melaksanakan penelitian serta mengambil data di MAN 2 Batam serta didoakannya supaya penelitiannya lancar.

Since the research permit was submitted by the administrative staff of MAN 2 Batam to the Madrasah Head at 09.51, February 10, 2021, researchers contacted BU to ask permission directly via WhatsApp chat related to thesis research school led by BU, namely MAN 2 Batam. And at 11.10, I got good news by allowing researchers to carry out research and collect data in MAN 2 Batam and pray for the study to run smoothly.

Saat sudah mendapat respon baik dari Kepala Madrasah, Peneliti pun mengabari PG selaku Guru Bahasa Inggris MAN 2 Batam terkait sudah mendapat izin penelitian dan memulai konsultasi terkait apa yang akan diteliti, apa yang dibutuhkan, jadwal kelas dan materi yang sedang diajarkan. Berakhir dengan penyesuaian jadwal kelas dan kelas apa yang akan peneliti observasi guna menjadi subject penelitian. Peneliti direncanakan akan melaksanakan observasi di kelas PG dan BU yaitu 12 BBU dan 12 IPA. Pelaksanaan obsservasi dilakukan sesuai jadwal kelas yaitu 12 BBU pada hari senin dan rabu.

The researcher received a good response from the Head of Madrasah, and the researcher also informed PG as the English Teacher of MAN 2 Batam, that he had found the research permit and started a consultation. It ends with adjusting the class schedule and what class the researcher will observe to become the research subject. The researcher is planned to carry out observations in the PG and BU class, namely 12 BBU and 12 IPA. Observation is carried out according to the class schedule, namely 12 BBU on Monday and Wednesday

No: 03

Date: February 15, 2021

Time: 07.07 WIB

Place: WhatsApp chat

P: Researcher, BU: Bu Ulfa PG: Pak Ghalih (English Teacher at MAN 2 Batam)

P menghubungi kepala Madrasah yakni juga sebagai guru Bahasa Inggris untuk konfirmasi melaksanakan penelitian dikelas BU dan menanyakan terkait jadwal kelas yang akan P observasi. BU menyarankan P untuk melakukan observasi di kelas 12 IPA 1 dan IPA 2 pada hari rabu dan kamis ditiap minggunya. Informasi terkait link google meet sebagai media pembelajaran akan tersedia di masing-masing grup kelas dimana peneliti sudah masuk di setiap grup kelas.

P contacted the head of the Madrasah, who was also an English teacher, to confirm researching the BU class and ask about the class schedule that P will observe. BU advised P to make observations in grade 12 IPA 1 and IPA 2 on Wednesday and Thursday every week. Information related to the google meet link as a learning medium will be available in each class group where the researcher has entered each class.

No: 04

Date: February 17, 2021

Time: 07.45 WIB

Place: WhatsApp Chat Group (12 Languages) and Google Meet

P: Researcher, PG: Pak Ghalih (English Teacher MAN 2 Batam)

P mengamati dan mendapat notifikasi dari grup WhatsApp kelas 12 Bahasa tanda akan dimulainya kelas, PG membagikan link google meet "meet.google.com/pvf-swsg-wrv" dengan menyapa kelas "Hello Class", "Let's Start". P kemudian menyiapkan lembar observasi, laptop, aplikasi screen record dan juga jaringan internet untuk turut bergabung dikelas secara virtual.

P observed and received notification from WhatsApp group 12th grade As a sign language for the start of the class, and PG shared the google meet link "meet.google.com/pvf-swsg-wrv" by greeting the level "Hello Class," "Let's Start." P then prepared an observation sheet, laptop, screen record application, and internet network to join the class virtually.

PG pun memulai pelajaran dengan menyapa kelas dan menanyakan kabar siswa. Kemudian meminta siswa membuka buku masing-masing pada Chapter 4 halaman 65 dan meminta Rachmawati Tsalitsah untuk membacakan teks pada halaman 65 tersebut. [Please read page 65]. Siswa yang ditunjukpun menerima permintaan PG dan mulai membacakan teks mengenai news.

PG also started the lesson by greeting the class and asking how the students were doing. Then ask students to open their respective books on Chapter 4, page 65, and ask Rachmawati Tsalitsah to read the text on page 65. [Please read page 65]. The appointed student accepts PG's request and starts reading the reader about the news.

Setelah Rachmawati Tsalitsah selesai membacakan teks, dilanjut dengan siswa lain yaitu Fitri Andriana untuk membacakan teks pada halaman 65 [Could you please read page 65?], Saat siswa membacakan teks, ada sedikit masalah dengan koneksi internet sehingga terputus-putus dan kemudian guru mengucapkan terimakasih [Thank you, Fitri Andriana] dan memaklumi kendala sinyal tersebut. Kemudian PG meminta Alusmasulis untuk juga membaca teks halaman 65 [Could you please read page 65?], dan siswa pun menerima dan mulai membacakan teks terlampir.

After Rachmawati Tsalitsah finished reading the text, other students, namely Fitri Andriana untuk, read the text on page 65 [Could you please read page 65]. As the students read the text, there is a slight problem with the internet connection, so disjointed. Then teachers mengucapkan thank you [Thank you, Fitri Andriana] and understand the signal constraints. Then PG asked Alusmasulis to also read the text on page 65 [Could you please read page 65?], And the students accepted and began reading the attached text.

Saat proses siswa membaca, ada kesalahan pronunciation dan PG langsung membenarkan [They were...]. PG meminta Muhammad Qodri untuk membaca juga namun tidak merespon dan kemudian dialihkan ke Rafli Kahfi untuk membacakan teks. Namun, PG bertanya terlebih dahulu apakah siswa Rafli Kahfi mempunyai buku. [Do you have a book?] dan murid menjawab [Yes, I have]. Siswa pun mulai membacakan teks pada halaman 65. Saat proses membaca, murid beberapa kali bertanya mengenai pronunciation dalam teks dan guru membenarkan bacaan siswa. [Victim, allowed, drunk, dangerous, A.M, early]. Setelah siswa menyelesaikan bacaan, PG melanjutkan dengan

<p><i>meminta siswa lain Wulan Julia untuk membacakan teks namun sedikit terkendala dari suara dan sinyal dan meminta siswa untuk memakai headset. Wulan Julia pun membacakan teks, saat proses membaca guru membenarkan beberapa pronunciation [crash, how many, accident, the police, died, A.M]. Setelah siswa selesai membacakan teks guru berterimakasih dan mengapresiasi siswa. [Oke, Good.Thankyou, even I still find many of you not reading in good, agak-agak kurang bener dalam membacanya. Akan saya bacakan cara membacanya]</i></p> <p>During the students' reading process, pronunciation error and PG immediately confirmed [They were....]. PG asked Muhammad Qodri to read as well but did not respond and then transferred to Rafli Kahfi to read the text. However, PG asked first whether students Rafli Kahfi had books. [Do you have a book?] And the student answers [Yes, I have]. The students began reading the text on page 65. During the reading process, the students asked several times about pronunciation in the text, and the teacher corrected the students' reading. Victim, allowed, drunk, dangerous, AM, early]. After the students finished the assignment, PG continued by asking another student, Wulan Julia, to read the text but was constrained by sound and signals and asked the students to wear a headset. Wulan Julia also read the text. During the reading process, the teacher confirmed some of the pronunciations [crash, how many, accident, the police, died, AM]. After students finish reading the text, the teacher thanks and appreciate the students. [Okay, Good. Thank you, even I still find many of you not reading in good, a little bit less correct in reading it. I'll read you how to read it]</p>
<p>Arya: Have you heard the news about the accident two days ago? [PG menjelaskann n mengenai bentuk-bentuk verb yaitu "Hear"] dan sedikit penjelasan mengenai perbedaan hear vs listen yang kemudian berdiskusi dengan siswa mengenai perbedaannya [ada yang tau perbedaan hear dan listen?] [Ada yang tau perbedaannya?]. Namun tidak ada siswa yang merespon dan guru menjelaskan [Hear itu ketika mendengarkan sesuatu secara terlintas, sedangkan listen kamu mendengarkan orang dengan seksama, that's why ditiap ujian menggunakan kata listen bukan hear] [Begitu pula saat mendengarkan music itu menggunakan kata listen]</p> <p>Kemudian PG melanjutkan dan bertanya pada siswa[Accident, apa arti accident itu?] [accident itu bisa peristiwa atau kejadian]</p> <p>Arya: Have you heard the news about the accident two days ago? [PG explains about the verb forms, namely "Hear"] and a little explanation about the difference between hearing vs. listen, then discussing with the students about the difference [does anyone know the difference between hearing and listen?] Anyone know the difference?]. There were no students who responded, and the teacher explained more.</p>
<p>PG menerjemahkan teks [Apakah kamu mendengarkan berita tentang sebuah kecelakaan 2 hari lalu?] [Ini kalau kamu artikan kata perkata] [tapi kalau kamu artikan langsung berarti, "eh dengar gak 2 hari yang lalu ada kecelakaan]</p> <p>PG translates the text [Did you hear the news about an accident two days ago?] [This is if you interpret the words] [but if you mean it immediately means, "eh heard that two days ago there was an accident]</p>
<p>Tara: No, I haven't. [Maksudnya adalah Enggak, saya belum dengar tuh]. What is that? [Apa itu?]</p> <p>Arya: Two motorcycles crashed and the rider was died. [apa artinya crashed? Ada yang tau?] [Tabrakan bisa, kecelakaan bisa] [2 motor bertabrakan dan pengendaranya mati]. Dan memberikan ilmu bahwa walaupun cara membaca sebuah kata itu sama, tapi harus diperhatikan konteks kalimatnya. Dan PG melanjutkan bacaan The police said. [Said adalah bentuk ketiga dari?] [Say – jawab salah seorang murid]</p> <p>Tara: Oh my God! How many victim are there? And Why it happened? . [Aduhh.. YaAllah..apa arti victim? Yes! Korban..] [ada berapa korban?] PG menjelaskan cara membacanya. [Kenapa ini bisa terjadi?].</p> <p>Arya: The police reported that two people died. [polisi melaporkan ada 2 orang yang tewas]</p> <p>Tara: No, I haven't. [The point is no, I haven't heard it]. What is that? [What is it?]</p> <p>Arya: Two motorcycles crashed, and the rider has died. [what does crashed mean? Anyone know?] [A collision can, an accident can] [2 motorbikes collide, and the rider dies]. And provides knowledge that although the way to read a word is the same, the context of the sentence must be considered. And PG continued reading. The police said. [Said is the third form of?] [Say - answered one of the students]</p> <p>Tara: Oh my God! How many victims are there? And Why it happened? [what victim meant? Yes! Victims] [How many victims?] PG explained how to read it. [Why did it happen?].</p> <p>Arya: The police reported that two people died. Police said that two people were killed]</p>
<p>Saat proses penjelasan bacaan, Rafli Kahfi bertanya mengenai R.I.P (Rest in Peace) dan PG menjelaskan bahwa itu adalah ungkapan untuk orang meninggal budaya barat.</p>

And two people injured [2 orang cedera, injured itu terluka] **They were drunk** [Mereka mabuk]. **Maybe** [Maybe apa artinya? Iya mungkin, apa ada yang tau selain maybe...yes probably, perhaps, likely] **There is the reason** [apa itu reason? Alasan.] **why people are not allowed to drunk when they are drunk** [Mungkin, itulah alasan kenapa orang tidak diperbolehkan menyetir ketika dia mabuk] **Yes it is very dangerous** [Iya, itu sangat berbahaya]

Tara: I do agree with you. [Ya, saya setuju dengan kamu]. **Do you know when the accident happened?** [kamu tau gak kapan peristiwa itu terjadi?]

Arya: The police said it happened at 9 a.m. [Polisi mengatakan itu terjadi pukul 9 pagi]

Tara: Oh My God! It was early morning—[itu Sangat pagi].

Setelah selesai menerjemahkan dan menjelaskan teks, PG pun menutup kelas dan mengabsen siswa.

During explaining the reading, Rafli Kahfi asked about RIP (Rest in Peace), and PG explained that it was an expression for people who died in western culture. **And two people injured** [2 people wounded, injured were injured] **They were drunk. Maybe** [Maybe what does it mean? Yeah, maybe, does anyone know besides maybe yes probably, perhaps, likely] **There is the reason** [what the reason is? Reason.] **Why people are not allowed to drunk when they are drunk** [Maybe, that's the reason why people are not allowed to drive when they are drunk] **Yes, it is perilous** [Yes, it's hazardous] **Tara: I do agree with you.** [Yes, I agree with you]. **Do you know when the accident happened?** [Do you know when it happened?]

Arya: The police said it happened at 9 a.m. [police say it happened at 9 a.m.] **Tara: Oh My God! It was early morning—**[it's very early].

After finishing translating and explaining the text, PG closed the class and took attendance at the students.

No: 05

Date: February 17, 2021

Time: 11.00 - 11.45 WIB

Place: WhatsApp Chat Group and Google Meet

P: Researcher, PG: Pak Ghalih (English Teacher at MAN 2 Batam)

Peneliti memantau grup WhatsApp kelas 11 IPS 2 untuk persiapan melakukan observasi. Yang pada grup tersebut PG bertanya apakah kelas sebelum Bahasa Inggris sudah selesai dan Suryatati NurRambe merespon dengan menjawab "Masih ada Mas" / dan PG pun merespon dengan "Oke". Kemudian pada pukul 10.50, PG pun membagikan link google meet delink "meet.google.com/om-hfja-tgj" dengan redaksi "Hei guys" / "Ini linknya ya" / "nanti kalau dah selesai, bisa langsung join". dan Sasya merespon dengan "Baik Pak"

The researcher monitors the WhatsApp group for class 11 IPS 2 in preparation for observation. In that group, PG asked whether the class before English was finished, and Suryatati NurRambe answering responded by "There is still Mas," / and PG also responded with "Okay." Then at 10:50 a.m., PG also shared the google meeting delink "meet.google.com/om-hfja-tgj" with the editorial "Hey guys" / "This is the link" / "later when it's finished, you can immediately join." And Sasya responded with "Good Sir."

Tepat pukul 11.00 P bergabung di link google meet dan menyiapkan lembar observasi dan aplikasi untuk screen record proses belajar mengajar. PG sudah menyiapkan PPT dengan judul "Function of first conditional". Ketika siswa sudah mulai bergabung, PG memulai kelas dengan mereview materi dari pertemuan sebelumnya dengan bertanya [Ada yang masih ingat kemarin? 4 contoh dari language feature untuk future plan] [ada yang masih ingat?] [aisyah fitri' apa ada?] [4 contoh language feature untuk future plan] [Will pak! - Vadka] [PG menjawab dengan Oke good Vadka] Siswa pun bergantian menjawab [be going to, will, present continuous, dan first conditional].

Exactly 11.00 P joined the google meet link and prepared an observation sheet and an application to screen record the teaching and learning process. PG has prepared a PPT with the title "Function of first conditional." When students have started to join, PG starts the class by reviewing the material from the previous meeting by asking anyone remembers yesterday? 4 examples of language features for plans] [Do you remember anything?] [Aisyah Fitri 'is there?'] [4 examples of language features for objectives] [Will, sir! - Vadka] [PG answers with okay, good Vadka] Students also take turns in answering [be going to, will, present continuous, and first conditional].

PG secara langsung menunjuk siswa memberikan contoh [coba Aisyah Fitri memberikan contoh penggunaan will][Contoh dari buku tulis kamu bisa] . Aisyah pun menjawab [I will be a teacher]. Dan PG mengucapkan terimakasih yang kemudian meminta murid memberikan contoh dari going to, Vadka pun memberikan satu contoh [I am going to go to Egypt to continue my study]. PG meyempurnakan kalimat dengan [I am going to continue my study to Egypt]. PG pun memberikan informasi umum mengenai UK dan USA. Kemudian meminta Suryatati untuk memberikan contoh present continuous, dan siswa pun menjawab [I am studying English at school now]. PG merekomendasikan untuk menambahkan object menjadi [I am studying English at school now with my friends]. Kemudian meminta Mutiara Rizki untuk memberikan contoh kalimat dari First conditional. Siswa yang

<p>sudah ditunggu beberapa menit namun masih tidak merespon pun dibantu oleh PG dengan meminta siswa lain untuk memberikan contoh kalimat, Muhammad Ezra pun membantu [I will ride a motorbike if I miss the departure bus].</p> <p>PG directly appoints students to give an example [try Aisyah Fitri giving an example of using will] Example from a notebook you can]. Aisyah also answered [I will be a teacher]. And PG expressed his gratitude and then asked the students to give examples of going. Vodka also gave an example [I am going to go to Egypt to continue my study]. PG completed the sentence with [I am going to continue my research to Egypt]. PG also provides general information about the UK and the USA. Then asked Suryatati to give examples of present continuous, and the students answered [I am studying English at school now]. PG recommends adding the object to [I am studying English at school now with my friends]. Then ask Mutiara Rizki to provide example sentences from the First conditional. Students who had been waiting for a few minutes but still did not respond were assisted by PG by asking other students to provide example sentences; Muhammad Ezra also helped [I will ride a motorbike if I miss the departure bus].</p>
<p>PG menjelaskan kembali mengenai penggunaan First conditional yaitu untuk future plan dengan beberapa kondisi dan menggunakan will. Mutiara Rizki pun memberikan contoh kalimat [If you do not hurry, you will miss the bus]. Selanjutnya, PG memulai pelajaran dengan meminta murid untuk membuka buku di halaman 34 mengenai function of first conditional. Yaitu wajib menggunakan If. Fungsinya adalah 1) Expressing Future Plans. PG pun bertanya pada siswa [Ada yang paham apa ini expressing future plans?]. [Ada yang tau maksudnya apa?]. Salah satu siswa merespon dengan menjawab [mengungkapkan rencana masa depan]. Dan PG mengapresiasi dengan menyampaikan [Good!] serta memberikan contoh [If you get a driving liscence, you will apply for a job]. PG bertanya pada siswa [ada yang tau apa itu driving liscence?]. Siswapun menjawab [Surat Izin Mengemudi].</p> <p>PG explained again about First conditional use, namely for plans with several conditions and using the will. Mutiara Rizki also gave an example sentence [If you do not hurry, you will miss the bus]. Next, PG started the lesson by asking students to open the book on page 34 regarding the function of first conditionals. That is mandatory to use if the procedures are 1) Expressing Future Plans. PG also asked the students anyone understand what these expressing plans are?]. Anyone know what that means?]. One of the students responded by answering [revealing plans]. And PG appreciated it by saying good!] And giving an example of [If you get a driving license, you will apply for a job]. PG asks the students [does anyone know what a driving license is?]. Students also answered [Driver’s License].</p>
<p>2) Warning Someone. Memperingatkan seseorang, PG memberikan contoh kondisi [If you touch that, you will get an electric shock]. Dan bertanya pada siswa apa yang dimaksud contoh [Jika kamu menentuhnya kamu akan kesentrum]. PG memberikan contoh lain [If you take that book, your father will slap you]. [Jika kamu mengambil buku itu, ayahmu akan menamparmu]. [If you study, you will pass the exam].3) Advising Someone. PG menanyakan pendapat siswa mengenai contoh. [If you work hard, you will earn much money], 4) Promising PG memberikan contoh [If you beat me, I will buy for you a diamond] serta menerjemahkannya 5) Making Arrangement, PG bertanya pada siswa apa maksudnya dan menjawab [Membuat aturan, mengatur sesuaru] , PG memberikan contoh [If you are ready to visit Jogja, I will book the ticket]. 6) Making Offers ,PG memberikan contoh kondisi dan kalimat [If you buy this glass, you will get two] 7) Expressing general truth. PG berdiskusi dengan siswa maksud dari general truth, dan memberikan contoh [If you do not in a day, you will feel hungry].</p> <p>2) Warning someone. To warn someone, PG gave an example of the condition [If you touch that, you will get an electric shock]. And ask students what is meant by the example [If you touch it, you will be electrocuted]. PG provides another example [If you take that book, your father will slap you]. [If you take the book, your father will slap you] [If you study, you will pass the exam].3) Advising someone. PG asks students’ opinions about examples. [If you work hard, you will earn much money], 4) Promising PG gives an example of [If you beat me, I will buy for you a diamond] and translate it 5) Making Arrangement, PG asks students what the maxims are and answers [Making rules, arrange things], PG gives an example of [If you are ready to visit Jogja, I will book the ticket]. 6) Making Offers, PG provides examples of conditions and sentences [If you buy this glass, you will get two] 7) Expressing general truth. PG discussed the meaning of general truth with students and explained [If you do not in a day, you will feel hungry].</p>
<p>Setelah selesai memberikan penjelasan, serta berdiskusi dengan siswa. PG menyimpulkan pelajaran hari ini yaitu 7 fungsi dari first conditional. Dan memberi informasi mengenai materi yang akan dipelajari minggu depan. Kemudian meminta ketua kelas yaitu Ezra untuk menulis nama 28 anak yang hadir di google meet. Setelah itu mengingatkan siswa untuk absen di E-Learning madrasah dan menutup kelas menandakan siswa sudah boleh meninggalkan room google meet.</p> <p>After explaining and discussing with students, PG concludes today’s lesson, namely seven functions of first conditionals. And provide information about the material to be studied next week. Then asked the class leader, Ezra, to write the 28 children who attended the google meet. After that, remind students to be absent at the E-Learning madrasah, and closing the class indicates that students are allowed to leave the google meet room.</p>

No: 06

Date: February 18th, 2021

Time: 08.45

Place: WhatsApp Chat Group and Google Meet

P: Researcher, PG: Pak Ghalih (English Teacher MAN 2 Batam)

PG membuka pelajaran dengan salam dan greeting. (Jumlah siswa yang hadir: 35). PG langsung menginfokan materi yang akan dipelajari yaitu "My Future Plan". Sebelum langsung ke materi hari ini, PG mereview materi dipertemuan sebelumnya untuk menguji keahaman siswa yaitu materi mengenai "Opinion". PG menjelaskan bahwa di "Future Plan" ada 4 language features dan meminta siswa menyebutkan. [Will, Be Going to, Present Continuous dan First Conditional]. PG meminta siswa dengan menyebutkan nama langsung yaitu Muhammad Regie untuk memberikan contoh "Will". [I will be an engineer]. Kemudian, PG menjelaskan lebih lanjut mengenai Engineer yang disebutkan siswa. Bahwa Engineer adalah orangnya. PG pun memberikan contoh dengan kata lain yaitu Lawyer, yang bermakna pengacara. Teacher yang bermakna Guru. Engine adalah mesin, Engineering adalah apa yang dilakukan.

PG opened the lesson with greetings and greetings. (Number of students in attendance: 35). PG immediately informed the material to be studied, namely "My Future Plan." Before going straight to today's material, PG reviewed the material at the previous meeting to test students' understanding, namely the material about "Opinions." PG explained that in the "Future Plan," there were 4 language features and asked students to mention them. [Will, Be Going to, Present Continuous and First Conditional]. PG asks students by directing their name, Muhammad Regie, to give an example of "Will." [I will be an engineer]. Then, PG explained more about the Engineer that the students mentioned. That the Engineer is the one. PG also provides an example, in other words, namely lawyer, which means lawyer. Teacher, which means teacher. The engine is the engine; Engineering is what is done.

Kemudian PG meminta siswa dengan menunjuk nama langsung yaitu Adella Destiarindi Sofyan untuk memberikan contoh "Be Going To" sembari berterimakasih pada Muhammad Regie. Adella pun memberi contoh kalimat [I am going to buy a snack tomorrow]. Karena ada sedikit kesalahan pengucapan saat siswa mengucapkan kata dalam pemberian contoh, PG secara langsung memperbaiki pengucapan, yakni perbedaan antara snack dan snake. Dilanjutkan dengan meminta siswa dengan menunjuk nama langsung yaitu Ajeng Dwi Febriyanti untuk memberikan contoh "Present Continuous", siswa pun merespon dengan baik dan menjawab [He is writing a novel] namun PG menyampaikan jika ada yang kurang kalimat tersebut yaitu orang kedua serta keterangan dan menyarankan Ajeng untuk melengkapinya dan menjadi [He is writing a novel with Ms. Yuli right now at café]. Selanjutnya PG meminta Arif Setianto untuk memberikan contoh dari "First conditional". Siswapun merespon dan menjawab [If you come with me, I will make a cake for you]. PG pun mengingatkan kembali jika dalam kalimat conditional sentence harus ada keadaan tertentu dan terletak setelah If.

Then PG asked students by pointing their direct name, namely Adella Destiarindi Sofyan, to give an example of "Be Going To" while thanking Muhammad Regie. Adella also gave an example of the sentence [I am going to buy a snack tomorrow]. Because there were a few pronunciation errors when the students uttered the words in giving examples, PG directly improved the pronunciation, namely the difference between snack and snake. Followed by asking students to point to a direct name, namely Ajeng Dwi Febriyanti, to give an example of "Present Continuous," the students responded well. They answered [He is writing a novel]. Still, PG said if something was missing, that sentence was the second person and explained and suggested Ajeng complete it and become [He is writing a novel with Ms. Yuli right now at café].

Furthermore, PG asked Arif Setianto to provide an example of "First conditional." The student responded and answered [If you come with me, I will make a cake for you]. PG also reminded again that there must be a particular situation in a conditional sentence and is located after If.

PG memasuki pelajaran hari ini pada halaman 34, yakni "function first conditional" [fungsi first conditional]. 1) Expressing Future Plans, guru memberikan contoh [If you come with me, I will make a cake for you]. 2) Warning someone, dan guru memberikan contoh [If you take that book, your father will slap you]. 3) Advising someone, [If you study, you will pass the exam]. [If Nabila does a diet, her body will go slim]. 4) Promising, PG memberikan contoh [If I am accepted in UGM, I will take you to Jogja]. 5) Making Arrangement, PG menjelaskan artinya yaitu [Membuat perjanjian]. PG memberikan contoh [If you are ready to go to Jogja, I will buy a ticket], 6) Making Offers, dan PG pun memberikan contoh [If you buy these shoes, you will get two]. 7) Expressing general truth. PG bertanya pada

siswa arti general truth dan Ilham AJ menjawab dengan [Kebenaran Umum] dan PG membenarkan serta memuji siswa. PG memberikan contoh yang relevan dengan kehidupan [Kalau kita kena hujan, akan basah]. Selanjutnya PG memberikan contoh penggunaan First Conditional sebagai Expressing General Truth, [If you litter at the river, the flood will come].

PG dengan Siswa berdiskusi mengenai perbedaan “Promising” dan “offer” yaitu promising lebih kepada janji dan offer itu penawaran. Setelah diskusi singkat, PG menanyakan pada kelas apa ada yang ingin ditanyakan kembali dengan direksi [Apa ada yang ingin ditanyakan lagi kira-kira?] dan dilanjutkan dengan mengabsen kehadiran siswa serta menutup pembelajaran hari ini, siswapun dipersilahkan meninggalkan room google meet.

PG enters today’s lesson on page 34, namely “function first conditional.” 1) Expressing Future Plans, the teacher gave an example of [If you come with me, I will make a cake for you]. 2) Warning someone, and the teacher example [If you take that book, your father will slap you]. 3) Advising someone, [If you study, you will pass the exam]. [If Nabila does a diet, her body will go slim]. 4) Promising, PG gives an example [If I am accepted in UGM, I will take you to Jogja]. 5) Making Arrangement, PG explains its meaning, namely [Agreeing]. PG provides an example of [If you are ready to go to Jogja, I will buy a ticket], 6) Making Offers, and PG also provides an example of [If you believe these shoes, you will get two]. 7) Expressing general truth. PG asked students the meaning of general truth, and Ilham AJ answered with [General Truth] and PG confirmed and praised the students. PG provides examples relevant to life [If we wear rain, it will get wet]. Furthermore, PG provides an example of First Conditional as Expressing General Truth, [If you litter at the river, the flood will come]. PG with students discussing the difference between “promising” and “offer,” namely promising is more to promises and offers. After a short discussion, PG asked the class what they wanted to ask again with the board of directors [Is there anything you want to ask again, guess what?] And continued by attending students’ attendance and closing today’s lesson, students were also welcome to leave the google meet room

No: 07

Date: 02 March 2021

Time: 08.45 WIB

Place: WhatsApp Chat Group (11 IPA 3) and Google Meet

P: Researcher, PG: Pak Ghalih (English Teacher MAN 2 Batam)

P memantau grup whatsapp kelas 11 IPA 3 dan tepat pada pukul 8.45 PG membagikan link google meet pembelajaran hari ini.

P monitored the WhatsApp group for class 11 IPA 3, and at 8:45 p.m., PG shared the google meet learning link today.

Pembelajaran pun dimulai sembari siswa memasuki kelas, PG memulai kelas dengan salam dan sapaan kepada siswa. P memulai observasi dengan merekam layar. PG mereview materi dipertemuan sebelumnya dengan menunjuk siswa secara langsung [dengan nama], yaitu Anisa Putri dengan redaksi [Anisa putri ada? Tolong berikan contoh dari first conditional Nis, Masih ingat gak first conditional..] Anisa pun merespon dengan [Lupa] yang berarti siswa tidak bisa menjawab. Kemudian PG meminta siswa lain untuk memberikan contoh dengan menyebut nama langsung yaitu ArdyanSyah dengan redaksi [Ardi, ardi, ardi... ardi.. masih ingat gak contoh dari first conditional?]. Siswa pun merespon dengan redaksi [Masih Pak, Majid will comes to party if ardi comes too]. PG membenarkan contoh dari siswa bahwa “comes” tidak boleh dipakai jika sudah memakai will serta menerjemahkan contoh kalimat tersebut. PG pun menanyakan mengenai certain condition and future plan dari kalimat tersebut dengan redaksi [Ardi, certain conditionnya yang mana di?] dan siswa menjawab yaitu “Ardi comes too, karena itu adalah kalimat setelah If”. PG pun menanyakan kembali [Kalau Majid will come? Itu apa berarti?] dan siswa menjawab [future plan] dan PG menyimpulkan bahwa kalimat tersebut adalah contoh dari first conditional, yang kemudian dilanjutkan dengan menginfokan materi yang akan dipelajari hari ini dengan redaksi [Nah, yang hari ini kita akan pelajari itu adalah.. Function of First Conditional, Fungsi dari first conditional] PG memberi informasi dengan 2 bahasa, bahasa Inggris dan bahasa Indonesia.

Learning begins while students enter the class. PG starts the lesson with greetings and greetings to students. P started the observation by recording the screen. PG reviewed the material at the previous meeting by pointing directly to students [by name], namely Anisa Putri and the editorial team [Anisa Putri available? Please give an example of the first conditional Nis. Do you still remember the first conditional] Anisa also responds with [Lupa],

which means the student cannot answer. Then PG asked other students to give an example by directly mentioning the name ArdyanSyah with the editor [Ardi, and, and ... and .. do you still remember the example of the first conditional?]. Students also respond to the editorial [Still, Majid will come to the party if ardi comes too]. PG confirms the example from the student that “comes” should not be used if you have used will and translate the example sentence. PG also asked about the specific condition and plan of the correction with the editor [Ardi, which specific situation was in?] And the student answered that “Ardi comes too because it is the sentence after If.” PG also asked again [If Majid will come? What does that mean?] And the student answers [plan], and PG concludes that the sentence is an example of the first conditional, followed by informing the material that will be studied today with the editor. [Well, we will learn today is .. Function of First Conditional, the function of first conditional] PG provides information in 2 languages, English and Indonesian.

[Apa saja fungsi dari first conditional itu? Oke ada 7 fungsi dari first conditional] [Yang pertama 1) expressing future plan. PG memberikan contoh, I will call you, If I need anything] [Yang kedua, ada warning someone] PG berdiskusi dengan siswa mengenai maksud dari warning someone dengan redaksi [ada yang tau apa maksudnya warning someone?] [Memperingatkan seseorang.. If you touch that, you will get an electric shock. Apakah arti electric shock itu?] [Yes, kesetrum]. Dan meminta siswa memberikan contoh lain dari warning someone, [If you take that money, your mom will be angry at you, kalau kamu mengambil uang itu maka mama akan memarahimu]. Selanjutnya PG meminta siswa dengan menunjuk nama langsung yaitu Herma Daniati untuk memberikan contoh dari function warning someone. Dan siswa menjawab [If you step on it, your feet will bleed] PG menyempurnakan contoh dari siswa dengan menjelaskan bahwa kalimat butuh objek yang jelas sehingga orang yang lain tidak bingung apa yang kita maksud, dalam hal ini mengganti it dengan glass.

[What are the functions of the first conditional? Okay, there are seven functions of the first conditional] [The first is 1) expressing the plan. PG gave an example, and I will call you If I need anything] [Second, there is a warning someone] PG discussed with students the intentions of warning someone with the editor [does anyone know what notice someone means?] [Warn someone... If you touch that, you will get an electric shock. What does electric shock mean?] [Yes, electrocuted]. And ask students to give another example of warning someone, [If you take that money, your mom will be angry at you, if you take the money, then your mama will scold you]. Furthermore, PG asks students by pointing at their direct name, Herma Daniati, to give an example of a warning someone function. And the students answered [If you step on it, your feet will bleed] PG perfected the student’s model by explaining that the sentence needs a transparent object so that other people don’t get confused about what we mean, in this case replacing it with glass.

PG pun melanjutkan function yang ketiga yaitu advising someone, dan memberikan contoh If you study, you will pass the exam / if you practice song every day, you will memorize it. [Jadi kalau advising itu menasehati seseorang.] . Kemudian PG meminta siswa memberikan contoh lain dengan menunjuk nama langsung yaitu Nadia Astriani dengan redaksi [Nadia astrianti ada? Coba nad kasih contoh advising someone]. Siswa pun menjawab [If you eat too much candy, your teeth will become certifite and sore] PG mengapresiasi dan menerjemahkan contoh dari siswa, [Oke very good nadia, jadi ini mengingatkan kalau kamu terlalu banyak makan permen gigimu akan berlubang]. PG melanjutkan function keempat yaitu promising dengan redaksi [Selanjutnya adalah promising, apa itu promising? Promising adalah memberikan janji]. PG pun memberikan contoh “If I get that reward, I will take you to the store”, inti dari promising adalah berjanji. Kemudian PG meminta siswa dengan menunjuk nama langsung yaitu Hanifah Aidil Fitri yang menjawab dengan If you pass the exam, I will buy you a new bike. PG mengapresiasi dan menerjemahkan contoh dari siswa dengan redaksi [Oke good! Kalau kamu lulus ujian itu, saya akan memberikan kamu sepeda baru].

PG also continues the third function, namely advising someone, and gives an example: If you study, you will pass the exam / if you practice song every day, you will memorize it. [So if that advising is advising someone.]. Then PG asked students to give another example by pointing at their direct name, Nadia Astriani, with the editorial staff [Nadia astrantia is there? Try and provide an instance of advising someone]. The student also answered [If you overeat candy, your teeth will become certified and evening] PG appreciates and translates the student’s example, [Okay, perfect, Nadia, so this reminds you that if you overeat candy, teeth will have holes]. PG continues the fourth function, which is promising with the editorial team. [Next is promising; what is promising? Promising is delivering on promise]. PG also gave an example of “If I get

APPENDIX V. The Motivation for Reading in English Questionnaire (MREQ)

SURVEI MOTIVASI MEMBACA Diadaptasi dari Reiko Komiyama, 2013

Petunjuk Pengisian

1. Tujuan survey ini adalah untuk mengumpulkan informasi terkait dengan motivasi membaca siswa/siswi dalam konteks pembelajaran Bahasa Inggris.
2. Setiap pertanyaan diikuti oleh empat angka 1,2,3 dan 4, yang masing-masing memiliki makna sebagai berikut.
 “1” bermakna bahwa “sangat berbeda dengan saya”
 “2” bermakna bahwa “sedikit berbeda dengan saya”
 “3” bermakna bahwa “sedikit menyerupai dengan saya”
 “4” bermakna bahwa “sangat menyerupai dengan saya”
3. Setelah membaca setiap pernyataan, berilah tanda (V) pada nomor (1, 2, 3 atau 4) yang menunjukkan jawaban Anda.

Perlu dicatat bahwa tidak ada respon yang salah atau benar pada point di survey ini dan jawablah berdasarkan seberapa benar pernyataan-pernyataan tersebut menggambarkan diri anda

Atas perhatian dan waktunya yang telah anda luangkan untuk mengisi survey ini peneliti mengucapkan terima kasih.

Identitas Respondent

Nama Lengkap :
 Kelas :
 Jenis Kelamin :
 Cara Pengisian : Berilah tanda centang (V) pada jawaban (*Pilih 1,2,3 atau 4*) yang anda anggap paling tepat dan paling sesuai dengan diri anda.

No	Pernyataan	Klasifikasi	Score			
			1	2	3	4
1.	Saya suka membaca dalam Bahasa Inggris untuk mempelajari hal baru	Keingintahuan				
2.	Saya senang apabila membaca tentang topik-topik yang menarik dalam Bahasa Inggris	Keingintahuan				
3.	Saya mau membaca materi yang sulit dalam Bahasa Inggris jika topiknya menarik	Tantangan				
4.	Saya senang membaca bacaan Bahasa Inggris dengan topik yang saya sukai	Keterlibatan				
5.	Sulit bagi saya berhenti membaca dalam Bahasa Inggris ketika topiknya menarik	Keterlibatan				
6.	Saya suka ketika topik dari bacaan berbahasa Inggris membuat saya sedikit berfikir	Tantangan				
7.	Saya suka merasa tertantang ketika membaca dalam Bahasa Inggris	Tantangan				
8.	Saya sangat menikmati ketika membaca cerita yang bagus dan panjang dalam Bahasa Inggris	Keterlibatan				
9.	Jika tugasnya menarik, saya tetap membaca walau Bahasa Inggrisnya sulit dipahami	Tantangan				
10.	Ketika topik yang saya baca menarik, saya jadi lupa waktu	Keterlibatan				
11.	Saya mungkin akan membaca bacaan dalam Bahasa Inggris ketika teman atau guru saya memberi topik yang menarik	Keingintahuan				
12.	Saya menikmati membaca dalam Bahasa Inggris untuk mengetahui apa yang terjadi di dunia	Keingintahuan				
13.	Saya akan terus berlatih membaca dalam Bahasa Inggris supaya lebih baik dari teman saya	Kompetisi				

14.	Saya suka saat menjadi satu-satunya siswa yang mengetahui jawaban dari bahan bacaan yang kami baca	Kompetisi				
15.	Saya senang saat guru mengatakan bahwa saya bisa membaca Bahasa Inggris dengan baik	Pengakuan				
16.	Ketika saya mengerjakan tugas membaca Bahasa Inggris, saya akan berusaha mendapatkan jawaban yang paling benar dibanding teman sekelas saya	Kompetisi				
17.	Saat saya membaca dalam Bahasa Inggris, saya suka menyelesaikan tugas membaca saya terlebih dahulu sebelum siswa yang lain	Kompetisi				
18.	Saya suka saat teman saya mengatakan bahwa saya mampu membaca Bahasa Inggris dengan baik	Pengakuan				
19.	Saya akan membaca lebih banyak materi dalam Bahasa Inggris, ketika ada teman sekelas saya yang lebih baik dari saya dalam membaca Bahasa Inggris	Kompetisi				
20.	Saya sangat senang saat guru meminta saya untuk membaca dalam Bahasa Inggris dengan suara keras	Pengakuan				
21.	Saya sering berpikir bahwa kemampuan membaca Bahasa Inggris saya lebih baik dari teman sekelas	Kompetisi				
22.	Saya senang saat saya dapat menjawab pertanyaan guru dengan benar	Pengakuan				
23.	Saya senang ketika seorang teman bertanya tentang tugas membaca mereka	Pengakuan				
24.	Saya senang ketika seseorang mengetahui kemampuan membaca Bahasa Inggris saya	Pengakuan				
25.	Sangat penting bagi saya untuk menyelesaikan tugas membaca dalam Bahasa Inggris tepat waktu	Kepatuhan				
26.	Saya membiasakan diri untuk menyelesaikan tugas membaca dalam Bahasa Inggris tepat waktu	Kepatuhan				
27.	Penting bagi saya mendapatkan nilai bagus dalam pelajaran membaca Bahasa Inggris	Nilai				
28.	Saya mengerjakan tugas membaca dalam Bahasa Inggris sesuai dengan apa yang diperintahkan oleh guru	Kepatuhan				
29.	Saya selalu menunggu nilai saya dalam pelajaran membaca Bahasa Inggris	Nilai				
30.	Saya membaca dalam Bahasa Inggris untuk meningkatkan nilai saya	Nilai				
31.	Ketika tugas membaca dalam Bahasa Inggris itu dinilai, Saya berusaha lebih keras untuk menyelesaikannya	Nilai				
32.	Saya suka menceritakan pada teman saya tentang materi Bahasa Inggris yang saya baca	Sosialisasi				
33.	Saya dan teman saya suka berbagi tentang apa yang kami baca dalam Bahasa Inggris	Sosialisasi				
34.	Saya suka berbicara dengan teman saya tentang apa yang saya baca dalam Bahasa Inggris	Sosialisasi				
35.	Saya suka mengikuti diskusi di kelas tentang apa yang saya baca dalam Bahasa Inggris	Sosialisasi				

Name of Instrument	The Motivation for Reading in English Questionnaire (MREQ)
Developer	Reiko Komiyama developed the items from California State University, Sacramento (Komiyama, 2013)
Instrument Availability / Key sources	The items are described in the following published article. The authors indicate the items and format for the instrument are available in the journal. Komiyama, R. (2013). Factors underlying second language reading motivation of adult EAP students. <i>Reading in a Foreign Language</i> , 25(2), 149–169.
Population	A survey was developed and administered to 2,018 students from 53 English language programs in the U.S A total of 2,018 students from 53 English language programs participated in the study (1,037 males, 980 females, and one unknown) They represented 92 countries and spoke 55 different languages as their L2
Type of Method	Student ratings of various aspects of their reading motivation
Overview	The instrument yielded high reliability in the current study, with participants of a wide range of L2 proficiency levels (from <i>high beginning</i> to <i>advanced</i>) A practical tool to measure intrinsic and extrinsic motivation Teachers can gain insights into students' motivation orientations, which, in turn, provide them with an opportunity to adjust their classroom strategies and activities
Administration	The MREQ will design in the online form used google form platform. The link will share through the WhatsApp group. Student participants spent 30 minutes to complete the MREQ.'
Domain Measured	1. Intrinsic motivation (12 items) 2. Extrinsic Drive to Excel (12 items) 3. Extrinsic Academic Compliance (7 items) 4. Extrinsic Social Sharing (4 items)
Scoring/Reporting	The MREQ questionnaire items constituted using a four-point Likert scale (4= a lot like me, 3= a little like me, 2= a little different from me, 1= very different from me). Scores are computed for each aspect and constructed by averaging across their respective items.
Reliability	Based on Komiyama (2013), the MREQ questionnaire presented in the English language; it constructed and revised under the guidance of an independent study advisor. The questionnaire was approved and enhance by the advisor. The internal consistency estimate of reliability (Cronbach" s alpha) of each scale ranged from 0.77 to 0.88, which considered are very good. Which were based on the results of a series of factor analyses, were as follow: Intrinsic motivation (0.88), extrinsic drive to excel (0.88), extrinsic academic compliance (0.77), extrinsic social sharing (0.78)
Validity	This instrument was also validated by some other research studies that adopt MREQ by Komiyama (2013). Yuliandari (2016) used the MREQ questionnaire to map or describe all English Department Faculty of Humanities Jember University first-year students. Another research that adopted the same instrument is Zhao (2016), who used the MREQ questionnaire to learn about Chinese ESL Students' motivation in Canada. This research results in 2.83 for intrinsic motivation, and the highest percentage is extrinsic academic compliance 3.29. Pangestika (2018) also used this instrument and showed that undergraduate students are extrinsically motivated rather than intrinsic.
Overview of use	Ahmadi et al., 2013; Klæboe, 2020; Niazi & Zahid, 2019; Pangestika, 2018; Salikin, Bin-tahir, et al., 2017; Zhao, 2016

THE MOTIVATION FOR READING IN ENGLISH QUESTIONNAIRE

I. Instruction

This form of The Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) is for English as a second or foreign language. On the separate works sheet, write the response (1, 2, 3, or 4) that tells how true the statement is.

1. Very different from me
2. A little different from me
3. A little like me
4. A lot like me

Very different from me means that the statement is not true of you almost constantly.

A little different from me means it is not true less than half the time.

A little like me means that the statement is valid less than half the time of you almost constantly.

A lot like me means that the statement is true of you about half the time.

Answer in terms of how well the statement describes you. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. If you have any questions, let the researcher know immediately. Please answer honestly.

For the attention and time you take to fill out this questionnaire, the researcher says thank you

II. Respondents Identity

Name :

Class :

Gender :

Instruction : Please give a tick (V) for each statement according to the amount of your agreement or disagreement (1, 2,3, or 4) with that item

Items	Statement	Classification	Score			
			1	2	3	4
1.	I like reading in English to learn something new	Curiosity				
2.	I feel happy when I read about something interesting in English	Curiosity				
3.	I enjoy reading when I learn complex ideas from English materials	Challenge				
4.	It is fun for me to read about something I like in English	Involvement				
5.	When I am reading about an exciting topic in English, I sometimes lose track of time.	Involvement				
6.	I like it when the topic of an English reading makes me think a little more	Challenge				
7.	I like challenging myself while reading in English	Challenge				
8.	I enjoy reading good, long stories in English.	Involvement				
9.	When an assignment is interesting, I am willing to read complex English materials	Challenge				
10.	When I am reading about something exciting topic in English, I sometimes lose track of time	Involvement				
11.	When my teacher or friends tell me something interesting, I might read more about it in English	Curiosity				
12.	I enjoy reading in English to learn what is going on in the world.	Curiosity				
13.	I am willing to work hard to read better than my friends in English.	Competition				
14.	I like being the only student who knows an answer about something we read in English.	Competition				
15.	I like my teacher to say that I read well in English	Recognition				
16.	When I complete English reading assignments for class, I try to get more answers correct than my classmates	Competition				
17.	When I read in English, I like to finish my reading assignments	Competition				

	before other students.					
18.	I like my friends to tell me that I am an excellent English reader	Recognition				
19.	When some classmates read English better than me, I want to read more English materials	Competition				
20.	I like it when my teacher asks me to read English aloud in class.	Recognition				
21.	When I read in English, I often think about how well I read compared to others.	Competition				
22.	I practice reading in English because I feel good when I answer teachers' questions correctly in class.	Recognition				
23.	I feel happy when my friends ask me for help with their English reading assignments.	Recognition				
24.	I feel happy when someone says that I read well in English	Recognition				
25.	Finishing English reading assignments on time is very important for me.	Compliance				
26.	I usually try to finish my English reading assignments on time.	Compliance				
27.	I need to receive a good grade in my English reading course	Grade				
28.	I do my English reading assignments precisely as the teacher tells me to do them	Compliance				
29.	I look forward to finding out about my grades in English reading.	Grade				
30.	I want to read in English to improve my grades	Grade				
31.	I work harder on English reading assignments when they are graded	Grade				
32.	I enjoy telling my friends about the things I read in English materials	Social sharing				
33.	My friends and I like to share what we read in English	Social sharing				
34.	I like talking with my friends about what I read in English.	Social sharing				
35.	I like joining class discussions about what I read in English.	Social sharing				

APPENDIX VI. The Result of MREQ

3/26/2021

Survey Motivasi Membaca - Google Formulir



Survey Motivasi Membaca

Pertanyaan Respons 31

31 tanggapan



Menerima tanggapan



Ringkasan

Pertanyaan

Individual

Nama Lengkap

31 tanggapan

Kelas

31 tanggapan

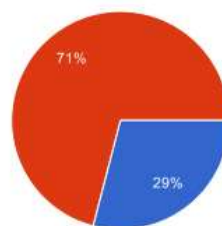


● 12 Bahasa
● 12 IPA 1
● 12 IPA 2



Jenis Kelamin

31 tanggapan

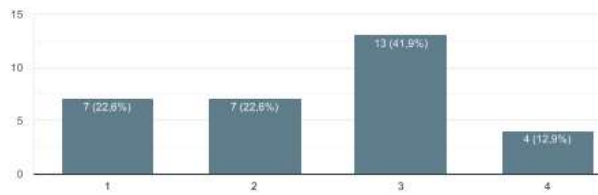


● Laki-Laki
● Perempuan



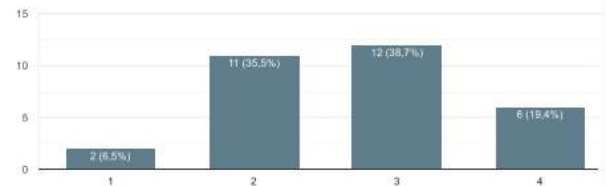
Saya mau membaca materi yang sulit dalam Bahasa Inggris jika topiknya menarik

31 tanggapan



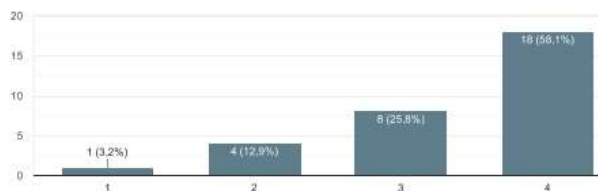
Saya suka membaca dalam Bahasa Inggris untuk mempelajari hal baru

31 tanggapan



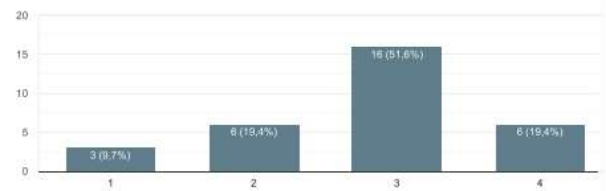
Saya senang membaca bacaan Bahasa Inggris dengan topik yang saya sukai

31 tanggapan



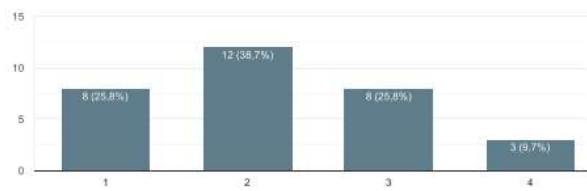
Saya senang apabila membaca tentang topik-topik yang menarik dalam Bahasa Inggris

31 tanggapan



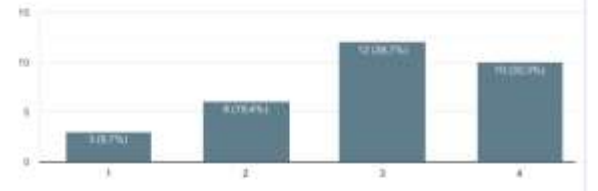
Sulit bagi saya berhenti membaca dalam Bahasa Inggris ketika topiknya menarik

31 tanggapan



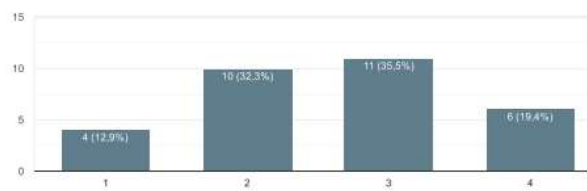
Saya suka merasa tertantang ketika membaca dalam Bahasa Inggris

31 tanggapan



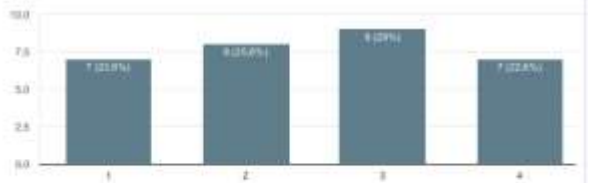
Saya suka ketika topik dari bacaan berbahasa Inggris membuat saya sedikit berfikir

31 tanggapan



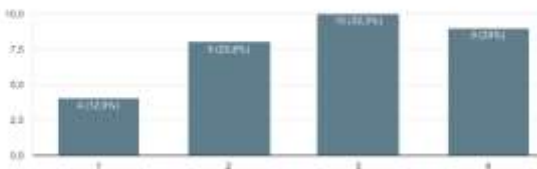
Saya sangat menikmati ketika membaca cerita yang bagus dan panjang dalam Bahasa Inggris

31 tanggapan



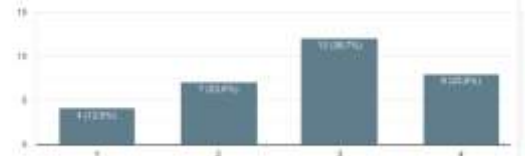
Jika tugasnya menarik, saya tetap membaca walau Bahasa Inggrisnya sulit dipahami

31 tanggapan



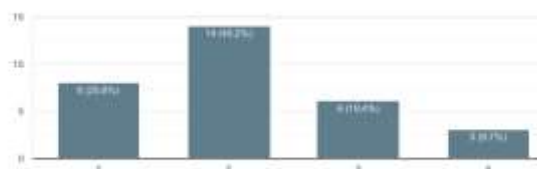
Saya mungkin akan membaca bacaan dalam Bahasa Inggris ketika teman atau guru saya memberi topik yang menarik

31 tanggapan



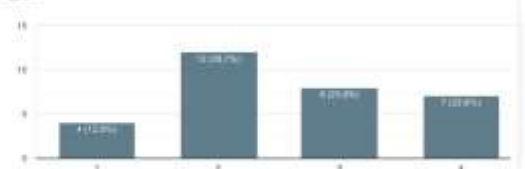
Ketika topik yang saya baca menarik, saya jadi lupa waktu

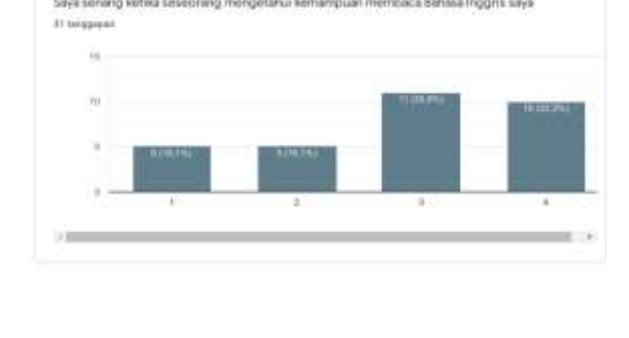
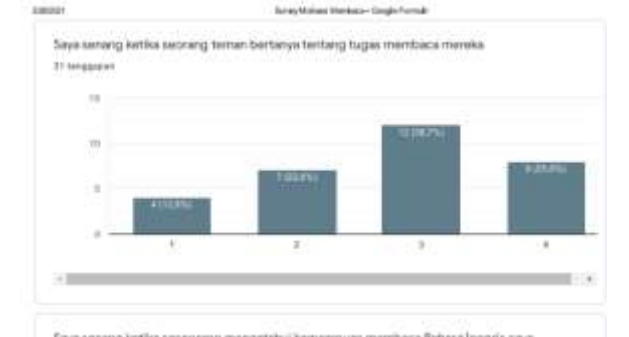
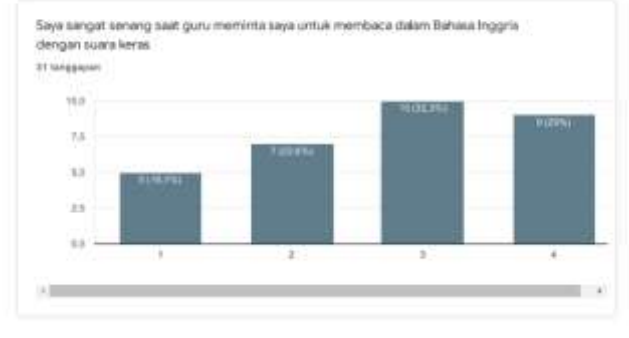
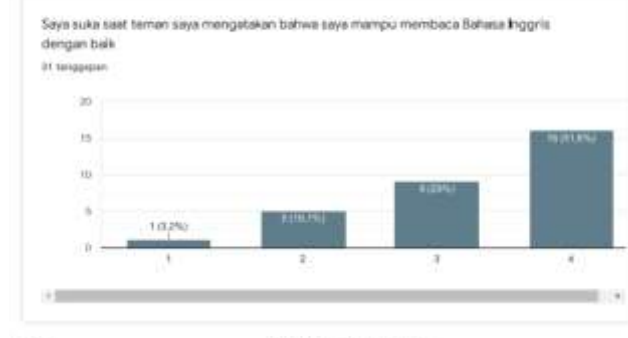
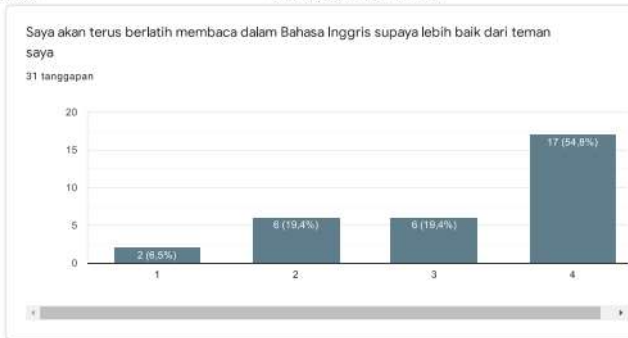
31 tanggapan

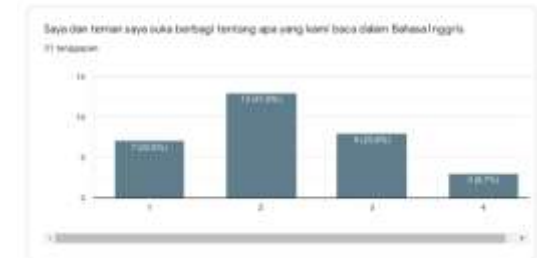
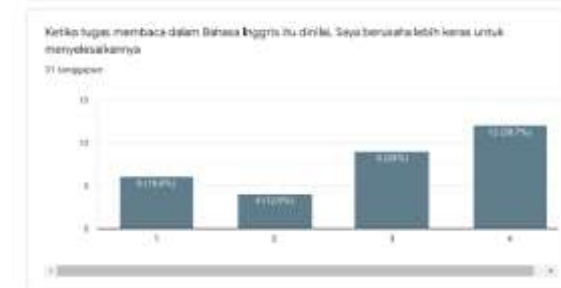
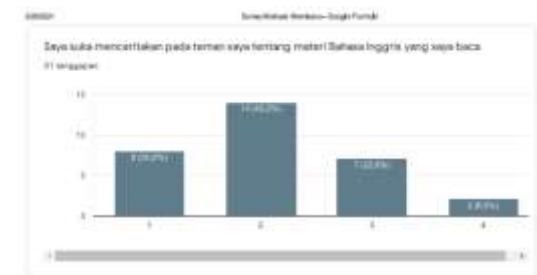
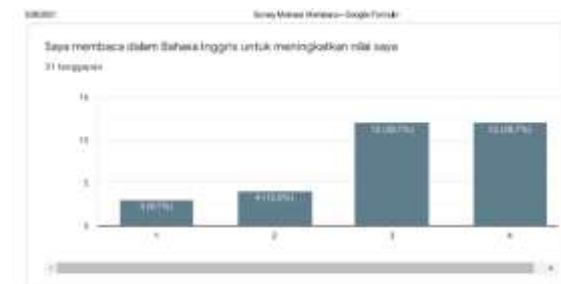
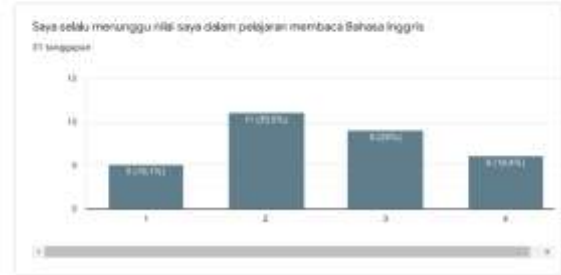
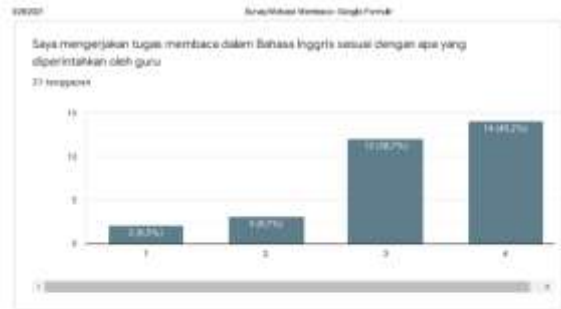
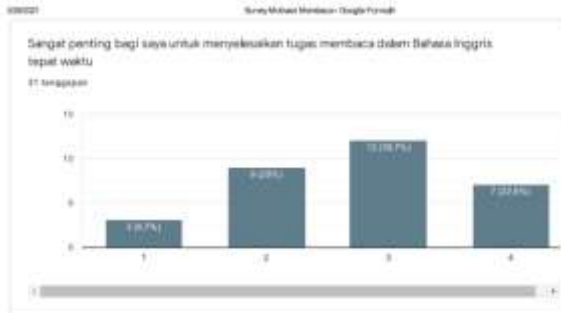


Saya menikmati membaca dalam Bahasa Inggris untuk mengetahui apa yang terjadi di dunia

31 tanggapan







Appendix VII. Students Interview Guideline

Semi-Structured Interview Sheet

A. Heading

Date :
Place :
Interviewer :
Interviewee :

B. Questions

- a. *Bagaimana pengalaman belajar Bahasa Inggris kamu dikelas online?*
Tell me about your English learning experience in the online classes?
- b. *Apakah kamu pernah merasa kesulitan beradaptasi dengan kelas online?*
Jika iya, apakah alasannya? Jika tidak, mengapa?
Do you ever feel any issues integrating into online classes?
- c. *Apakah kamu suka membaca? Kenapa?*
Do you like reading in general? Why?
- d. *Apakah kamu suka membaca bacaan dalam Bahasa Inggris? Kenapa?*
Do you like reading in English? Why?
- e. *Apakah kamu membaca untuk kesenangan atau tujuan belajar saja?*
Do you read for fun or just for academic reasons?
- f. *Apakah kamu membaca teks Bahasa Inggris selain materi pelajaran setelah kelas?*
Do you read in English other than educational materials after class? Why?
- g. *Apakah guru kamu memberikan tugas membaca dalam Bahasa Inggris?*
Does your teacher give a reading assignment in English?
- h. *Apakah kamu selalu menyelesaikan tugas membaca itu?*
Jika iya, apakah alasannya? Jika tidak, mengapa?
- i. *Apakah guru kamu meminta murid untuk membaca dengan suara keras di kelas online?* Does your teacher ask the student to read aloud a passage in online classes?
- j. *Apakah kamu secara sukarela membaca atau guru menunjukmu untuk membaca?*
Do you volunteering or teacher noticing your name to read?
- k. *Apakah kamu menerima permintaan guru untuk membaca?*
Do you accept the teacher's request to read?
- l. *Jika iya, apakah alasannya? Jika tidak, mengapa?*
Do you always finish the reading assignment for class every time?
If so, what's the reason? If not, why
- m. *Bagaimana perasaanmu ketika membaca Bahasa Inggris di kelas online?*
How do you feel while reading a passage in the online classes?
- n. *Apakah kamu menghadapi kesulitan dalam membaca dalam Bahasa Inggris? Jika iya, tolong deskripsikan kesulitanmu. Jika tidak, mengapa?*
Have you ever encountered any difficulties in reading in English? If so, please describe them. If not, why?
- o. *Apakah guru kamu menjelaskan atau menterjemahkan bacaan di kelas online?*
Does your teacher explain to you about a passage or translate it for you?
- p. *Apakah guru berdiskusi dengan siswa atau hanya guru kamu yang menjelaskan?*
Do you discuss it together or just your teacher?
- q. *Apa yang kamu pikirkan setelah guru menjelaskan bacaan dalam Bahasa Inggris di kelas online? Kenapa?*
What do you think about your teacher's explanation in the online classes? Why?

APPENDIX VIII. Students interview transcript

No.: 01

Informant Name: Rafli Kahfi

Date: March 20, 2021

Hours: 09.00 WIB

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Sudah setahun ya kita belajar online, dan apa sekarang masih online ya kelasnya?</i> Been learning online for a year, and what now the class is still online suitable?
Informant	<i>Gak, udah sekolah //No, already go to school</i>
Researcher	<i>Ooh sudah sekolah, setengah-setengah gitu ya? // Ooh already in school, half-hearted right?</i>
Informant	<i>Gak kak, sudah full masuk karena sedang ujian</i> No, sis, it is full entry because it is currently on the exam
Researcher	<i>Ooh iya sedang ujian madrasah ya karena sudah kelas 12 ya. Kita flashback sedikit yaa, kan sudah setahun belajar online. Gimana pengalaman kamu belajar online ini?</i> Ooh yeah, right on the madrasah exam because it is in 12th grade, right We will <i>flashback</i> a little, right? It's been a year studying online. How was your experience looking online?
Informant	<i>Kalau dibilang enak ya gaenak ya kak, karena pertama yaitu kurang waktunya karena kalau gak online kan satu pelajaran 45 menit tapi kalau online jadi 25 menit itupun kadang kepotong absen atau jaringan kan jadi gaenak karena waktu belajarnya menjadi singkat, sehingga materi yang masuk juga gabanyak karena waktunya sedikit. Kedua, kurang kebeekahan karena kalau online gak ada istilahnya khidmat sama guru cuman dengar aja.</i> If you say it's good, it's not good, sis, because first, it's not enough time. After all, it's a 45-minute lesson if you're not online, but if it's online, it's 25 minutes. Sometimes it gets absent, or the network becomes uncomfortable because the learning time is short, so the material is also a lot because the time is short. Second, there is a lack of concern because online, there is no word solemnly with teachers. Just listen to it.
Researcher	<i>Bisa jadi karena lingkungan belajar saat offline dan online berbeda ya? Karena kalau online ya gak ketemu temen, guru secara langsung. Kalau kamu sendiri ada kesulitan gak beradaptasi dengan kelas online ini? Seperti pelajarannya apakah masuk? Adaptasinya kamu gimana?</i> It could be because the learning environment when offline and online is different, huh? Because if you go online, you don't meet friends or teachers directly. If you have difficulty adapting to this online class? What is the lesson like? How is your adaptation?
Informant	<i>Kalau dibilang masuk ya masuk aja kak cuman ya gabanyak, sedikit ajaa dari apa yang guru sampaikan.</i> Not fully understand, sis, just a little bit of what the teacher said.
Researcher	<i>Kalau kamu suka membaca gak? // Do you like reading?</i>
Informant	<i>Ya lumayanlah kak. // Not a lot sis</i>
Researcher	<i>Sukanya baca apa tu biasanya? // What do you usually like to read?</i>
Informant	<i>Saya kalau dibilang suka baca buku tentang tasawuf or akhlak</i> I like reading books about Sufism or about moral
Researcher	<i>Terus, kalau kamu membaca alasannya kenapa biasanya? Karena dia menarik ka materinya?</i> If you read the reason, why is it usually? Because he pulled the material?
Informants	<i>Kan kalau dari agama ya kak, dari wahyu pertama kan "Iqro'" "bacalah" ya berarti dengan membaca tadi itulah kita jadi bisa punya wawasan yang luas, pengetahuan yang banyak tentang ilmu tadi itu kak.</i> If it's from religion, sis, from the first revelation, right? "Iqro" read "means by reading earlier that we can have broad insights, a lot of knowledge about that knowledge, sis.
Researcher	<i>Ooh gitu yaa.. jadi, kalau kamu membaca itu karena pengen tahu hal baru gitu ya??</i> Ooh, I see, so if you read it because you want to know something new, huh ??
Informant	<i>Iyaa kak pengen nambah ilmu lah // Yes sis, I want to add more knowledge</i>
Researcher	<i>Bener2, terus kalau bacaannya sulit gitu.. kamu pernah gak sih kan baca tu kok susah kali materinya kamu tetep senang membaca? // True!</i> the reading is difficult ... you have never read it, why is it difficult for the material to keep you happy to read
Informant	<i>Ooh malah senang saya kak, dengan begitu saya bisa konsultasi atau Tanya sama gurulah gitu. Karena kalau materi itu sulit dipahami itu berarti tandanya itu materi punya pemahaman yang tinggi, dengan begitu saya harus cari orang lagi gitu supaya bisa menafsirkannya.</i> Ooh, is even happy with me, sis. That way, I can consult or ask the teacher because the material is difficult to understand. It means that the material has a high understanding, so I have to find someone else to interpret it.
Researcher	<i>Okey,, tadi.. kamu bilang suka membaca kan ya. Terus, kalau membaca dalam Bahasa Inggris suka gak?</i> Okay, earlier, you said you liked reading, right? Then, do you like reading in English?
Informant	<i>Kalau dalam bahasa inggris gak terlalu kak, karena mungkin itu saya gatau kosakata</i> In English, it's not too much, because maybe I don't know the vocabularies
Researcher	<i>Ohh jadi karena kurangnya kosakata tadi kamu jadi kurangnya membaca dalam bahasa inggrisnya?</i>

	Ohh, so because of the lack of vocabulary, you can't read in English?
Informant	<i>Iya gitu sih kak. Yes, sis.</i>
Researcher	<i>Kalau kamu biasa membaca apa untuk kesenangan kamu atau emang hanya untuk tujuan akademik saja? Kalau akademik misalkan yaa supaya kamu bisa jawab pertanyaan dikelas atau kamu membaca ya memang karena kamu sukak aja gitu?</i> What do you usually read for your enjoyment, or is it just for academic purposes? If it's educational, for example, you can answer questions in class or read it because you just like it?
Informant	<i>Ya kalau bagi saya ya tadi itu kak untuk nambah ilmu yang biar kalau orang bertanya kita bisa jawab gitu. Ya tujuan utama membaca saya tadi ya ilmu itu</i> Yes, for me, that was it, sis, to add knowledge so that if people ask questions, we can answer. Yes, the primary purpose of my reading was that knowledge
Researcher	<i>Terus kalau kamu membaca sukanya dari bukukah atau dari internet?</i> if you like reading from books or from the internet?
Informant	<i>Kalau saya membaca lebih banyak dari buku ya kak, lebih seneng pake buku.</i> I read more from books, sis. I prefer to use books.
Researcher	<i>Jadi kalau selama online kemarin, guru apakah pernah memberi tugas membaca?</i> So if you were online yesterday, did the teacher ever give you a reading assignment?
Informant	<i>Pernah kak. // There is sis</i>
Researcher	<i>Tugasnya kayak mana? // What kind of assignment?</i>
Informant	<i>Baca pas daring kita disuruh membaca, kek membuka teks dihalaman berapa dibuku gitu kan terus kita disuruh baca satu-satu gentian // Read online when we are told to read, if we open the text on what page in the book, we are told to read one by one the</i>
Researcher	<i>Terus pas dikelas, guru apakah meminta siswa untuk membaca dengan suara keras?</i> In the class, does the teacher ask students to read aloud?
Informant	<i>Terkadang iya kak, misalkan kahfi. Baca halaman berapa gitu kan, membaca dengan suara keras.</i> Sometimes yes, sis, for example, Kahfi. Read what page, right? Read aloud.
Researcher	<i>Apa kamu secara sukarela atau ngajuin diri gitu? // Do you volunteering?</i>
Informant	<i>Gak, kalau ditunjuk aja kak. // No, if you just point it, sis</i>
Researcher	<i>Ohh berarti guru kamu lebih suka nunjuk gitu yaa, nunjuk nama langsung kah?</i> Ohh, that means your teacher prefers to point, right?
Informant	<i>Iyaaa gitu kakk // Yes sis</i>
Researchers	<i>Misalkan kalau ditunjuk gitu kamu mau membaca?</i> Suppose if you were appointed that way, you want to read?
Informant	<i>Maulah kak. //, Of course, I will, sis</i>
Researcher	<i>Kenapa? Kok mau? // Why? Why do you want?</i>
Informant	<i>Kan perintah guru kak. // Because that's the teacher's command, sis.</i>
Researcher	<i>Ohh karena perintah guru yaa, terus selain kalau perintah guru.. kamu seneng gak kalau teman-teman kamu tu tau kamu bisa membaca bahasa inggris dengan bagus?</i> Ohh, because of the teacher's orders, apart from the teacher's charges... would you be happy if your friends knew you could read English well?
Informant	<i>Senenglah kak, sebenarnya walaupun temen gak tau saya sudah seneng saya bisa bahasa inggris</i> happy sis, actually even if my friends don't know I am happy I can speak English
Researcher	<i>Terus kalau setelah membaca tu, guru kamu apakah menjelaskan isi bacaannya?</i> After reading it, does your teacher explain the contents of the reading?
Informant	<i>Iyalah kak, jelasin lagi dari apa yang kit abaca itukan.</i> Yes, sis, please explain again what we messed up with.
Researcher	<i>Jelasinnya gimana biasanya guru kamu? // How does your teacher ususally explain it?</i>
Informant	<i>Ya Pertama Dari artinya terus grammarnya Karena beliau juga guru sastra Jadi agak banyak ke grammarnya //</i> Yes, first, from the meaning, then continue to grammar because he is also a teacher of literature, so it's a bit more grammatical for the
Researcher	<i>Kalau lagi bahas bacaan itu, apa hanya guru kamu yang berbicara?</i>
Informants	<i>Banyaknya si guru saya yang bicara, tapi kalau ada yang ngerti beliau sambil diskusi. Kan ada beberapa kawan juga yang ahlilah dalam bahasa inggris apalagi anak-anak debat lumayan seringlah diskusi.</i>
Researcher	<i>Kalau guru sedang menjelaskan seperti itu kamu memperhatikan ga? \\\</i> If the teacher is explaining like that you pay attention or not?
Informant	<i>Ya gimana ya kak, perhatikanlah. Walau pandangan atau pikiran kemana saya tetap memperhatikan apa yang beliau sampaikan. // Yes, sis, pay attention. Even though my views or thoughts, I still pay attention to what he said.</i>
Researcher	<i>Terus, kalau kamu sudah membaca sesuatu nihh dan menarik nih bacaannya. Kamu sharing gak sama temen kamu? // if you've read something and it's interesting. Do you share with your friends?</i>
Informant	<i>Ya tergantung temennya juga kak, cocok gak diajak sharing dengan apa yang saya baca, kan saya suka baca tasawuf dan akhlak. Kalau temannya ga nyambung ya gak saya ajak diskusi.</i> It depends on friends too, sis, it is suitable not to be invited to share what I read, right? I like reading Sufism and morals. If his friend doesn't connect, then I don't ask him for a discussion.

Researcher	<i>Kalau dikelas kamu ada yang enak diajak diskusi?</i> there anyone in your class that you would like to have a discussion with?
Informant	<i>Ada kak, banyaklah kak. // There are many sis.</i>
Researcher	<i>Terus kamu merasa senang gak kalau teman kamu tau kalau kamu banyak membaca dan tau banyak pengetahuan?</i> // Do you feel happy if your friends know that you read a lot and know a lot of knowledge?
Informant	<i>Untuk hal seperti itu kalau temen gatau juga saya udah senang gitu ya kak karena ilmu itu juga untuk saya, untuk kehidupan saya kedepannya</i> For things like that, if my friends don't know what to do, I'm already happy, because knowledge is also for me, for my future life
Researcher	<i>Kalau dari guru tau kamu tu bagus membacanya. Kamu senang gak?</i> If the teacher knows you are good at reading it. Are you happy or not?
Informant	<i>Tapi memang tanpa mereka tahu saya juga sudah senang kak.</i> But without them knowing, I am also happy, sis.
Researcher	<i>Okeedehh, I think that's all. Terimakasih ya Kahfi. // Okey, I think that's all. Thank you, Kahfi.</i>
Informant	<i>Iya kak, sama-sama // Yes Sis, My pleasure!</i>

No. : 02

Informant Name: Muhammad Daim Imron

Date: March 20, 2021

Hours: 09.30 WIB

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Interview material
Researcher	<i>Selamat Pagi Daim.. panggilannya Daim ya? // Good Morning Daim ... Daim is your nickname. right ?</i>
Informant	<i>Iya kak, Pagi kakk.// Yes Sis, Morning Sis.</i>
Researcher	<i>Sudah setahun ya kita belajar online, kakak mau Tanya nih gimana pengalaman kamu belajar online</i> It's been a year since we studied online, brother. I want to ask, how was your experience learning online
Informant	<i>Hmmm kurang seru lak kak. Yang pertama tu, gak bisa sama kawan-kawan belajar pun gak sepenuhnya masuklah kedalam otak. //</i> Hmmm, it's not that exciting, sis. The first is, you can't even study with friends, not fully enter the brain.
Researcher	<i>Kalau ga ketemu kawan-kawan ni kenapa memangnya? Apakah jadi lebih semangat sekolahnya?</i> If you don't meet my friends, why the heck? Is it getting more enthusiastic about school?
Informant	<i>Iya semangatlah kak.// Yes of course Sis</i>
Researcher	<i>Terus selama kelas online in, kan udah setahun ya walau ini sudah mau offline karena mau ujian ya.. jadi, Selama online ini kamu ada kesulitan gak sih beradaptasinya?</i> So, during this online class, right? Even though I want to go offline because I want to take an exam, right? So, all this time online, have you had difficulties adapting?
Informant	<i>Gak sulit sih kak beradaptasinya, // not difficult to adapt,\</i>
Researcher	<i>Ohh jadi gasulit yaa, biasa aja gitu ya? // Ohh it's hard, huh, just normal, huh?</i>
Informant	<i>Iya kak biasa aja. // Yes, just ordinary.</i>
Researcher	<i>Kalau dari Guru Bahasa Inggris sendiri ketika ngajar di kelas online, kamu paham ga sih??</i> From the English teacher himself when teaching in an online class, do you understand?
Informant	<i>Ya kurang paham sih kak.// Yes, don't understand, sis.</i>
Researcher	<i>Kenapa yaa? Yang kamu rasakan gimana pas belajar online? Why huh? How do you feel when you study online?</i>
Informants	<i>Kekmana bilanganya ya kak.. kalau mau nanyak itu sulit gitu kak, bingung apa yang mau ditanyain tadi.. kalau ketemu langsung kan lebih gampang kalau mau nanyak gitu</i> <i>Hard to say, Sis, if you want to ask, it's difficult, sis, confused about what to ask about earlier if you find it in person, it's easier if you're going to ask.</i>
Researcher	<i>Bener juga yaa.. karena agak susah misalkan mesti hidupkan kamera atau mik.</i> Because it's a bit difficult, for example, you have to turn on the camera or mic.
Informant	<i>Iya kak kadang juga Karna sinyal // Yes sis sometimes because of the signal</i>
Researcher	<i>Iyaa gitu yaa, terus kamu sendiri suka membaca gak sih? // Oh I see, then do you like reading?</i>
Informant	<i>Kalau membaca kurang ya kak // If reading is less, Sis,</i>
Researcher	<i>Hmmm kenapa tu? // Hmmm, why is that?</i>
Informant	<i>Gak gak terlalu sih kak kalau membaca, sukak mendengar aja saya</i> Not really, sis, when reading, just love to hear I'm a
Researcher	<i>Ohh jadi kamu lebih suka memperhatikan orang lain menjelaskan gitu ya dibandingkan membaca sendiri informasinya? //</i> So you prefer to pay attention to other people explaining that, rather than reading the information yourself?
Informant	<i>Iya betul gitu kak // Yes, that's right</i>
Researcher	<i>Terus misalkan ada bacaan yang menarik gitu, kamu suka topik apa?</i>

	Then, for example, there is an exciting reading, what topic do you like?
Informant	<i>Anime sih kak kalau ditanya gitu, gak gak terlalu lah. // Animesis, if asked like that, not really.</i>
Researcher	<i>Oh jadi walau bacaannya itu menarik, kamu sukak dan bikin penasaran jugak.</i> Oh, so even though the reading is interesting, you love it, and it makes you curious too.
Informant	<i>Ya kurang masih kakk. // Yes, still not sis.</i>
Researcher	<i>Terus kalau membaca dalam bahasa inggris gimana? Sukak gak?</i> How about reading in English? Do you like it or not?
Informant	<i>Kalau membaca dalam bahasa inggris lumayan sukak kak.</i> If reading in English, I like it is
Researcher	<i>Kenapa itu?? // Why is that ??</i>
Informant	<i>Karena apa yaa.. karena ada tantangan tersendiri lah dibidang</i> because there is a challenge that is said to be a
Researcher	<i>Ohh karena tertantang yaa, apa karena lebih susah gitu ya.</i> Ohh because he is challenged, is it because it is more difficult?
Informant	<i>Betul kak, bisa juga dibidang gitu // Yes, sis, it can also be said that it is a</i>
Researcher	<i>Jadi kalau teksnya susah, dan kita gak paham apa sih ini. Tapi kalau dalam bahasa inggris kamu masih mau membaca itu?</i> So if the text is complex, and we do not understand what this is. But if it's in English, you still want to read it?
Informant	<i>Masih kakk, tapi saya biasanya nanyak ke orang yang lebih pandai.. kek Tanya apa sih ini artinya. Gitu kakk..</i> //Still sisk, but I usually ask people who are smarter .. Gramps Ask what does this mean. Is that so sisk
Researcher	<i>Oh hokey, terus berarti kamu membaca tu untuk kesenangan..atau hanya untuk sekolah aja gitu kamu membaca //</i> then it means you read it for fun .. or just for school so you read
Informant	<i>Kesenangan kakk // Pleasure sister</i>
Researcher	<i>Kalau dikelas online ini Daim, guru kamu ada gak sih ngasih tugas membaca gitu?</i> If you are in this online class Daim, is your teacher giving me reading assignments?
Informant	<i>Ada kak sering. /// Yes, sis .. often.</i>
Researcher	<i>Oh jadi sering kasih tugas membaca ya.// Oh, so I often give him reading assignments.</i>
Informant	<i>Terus kalau pak ghalih kasih tugas membaca itu kamu selesaikan gak?</i> Then if Mr. Ghalih gave the reading assignment, did you finish it or not?
Researcher	<i>Ya kadang disuruh sampai sini aja bacanya biar kawannya yang lain melanjutkan.</i> Yes, sometimes I am told to leave it here, just read it so that the other friends can continue.
Informant	<i>Terus kakak mau Tanya ni, kalau dikelas itu biasanya guru kamu apakah meminta murid membaca dengan suara kelas gak pas dikelas online ini?</i> Then you want to ask this in that class. Your teacher is usually your teacher, does asking students to read in a class voice not right in this online class?
Researcher	<i>Kalau dikelas online ya gak keras-keras lah kak, // If in online class, don't be loud sis,</i>
Informant	<i>Oh iyaaa, gini ya.. misalkan lagi dikelas online terus guru kamu meminta untuk membacakan teks. Kamu mau gak sih?</i> For example, in an online class, your teacher asks you to read the text. Do you want it or not?
Researcher	<i>Iya mau kak, ya tadi karena kalau membaca dalam bahasa inggris saya lumayan sukak lah ya kak.</i> Yes, I want sis, because when I read in English, I like it, sis.
Informant	<i>Oh yaa karena sukak yaa, selain sukak misalkan kamu tu seneng ni kalau teman-teman yang lain tu tau kamu bagus membacanya. Seneng gak? // Oh yeah because you like it, besides being happy, let's say you are happy if other friends know you are good at reading it. Happy or not?</i>
Researcher	<i>Alhamdulillah seneng lah kak. // Alhamdulillah, I am happy, Sis.</i>
Informants	<i>Oh iyaa senenglah yaa kalau teman-teman tau // Oh yeah, be happy if you know</i>
Researcher	<i>Kalau guru kamu tau kamu bagus membacanya senang gak?</i> If your teacher knows you're good at reading, am I happy or not?
Informant	<i>Itu lebih seneng lagi kakk. // It is even more happy sisk.</i>
Researcher	<i>Iyayaa, terus kalau dalam membaca bahasa inggris ada gak sih kesulitan yang kamu hadapi?</i> Do you have any difficulties in reading English?
Informant	<i>Ada kak // There is Sis</i>
Researcher	<i>Apa tu kesulitannya?? // What are the difficulties?</i>
Informant	<i>Yaa misalnya dalam kata-kata yang sulit itu, // Yes, for example, in those problematic words,</i>
Researcher	<i>Oh karena vocabnya susah, tapi itu gak menghalangi kamu tetap membaca dalam bahasa inggris lah ya</i> Oh, because the vocabulary is complex, but that doesn't prevent you from reading in English, right?
Informant	<i>Iya kakk// Yes Sis</i>
Researcher	<i>Oh jadi masih mau membaca yaa, kalau selain vocabulary ada lagi gak?</i> So you still want to read yaa, what else is there another vocabulary?
Informant	<i>Grammar sih kakk // more in grammar, Sis</i>
Researcher	<i>Oh okey, nah kalau setelah kalian membacakan teks bacaan itu, guru kamu ada ngejelasin gak isi bacaannya saat dikelas online</i> Oh, okay, well, after you read the reading text, your teacher reading was not in an online class

Informant	<i>Iya kak, dijelasin lagi // Yes, by explaining it</i>
Researcher	<i>Jelasinnya gimana tu polanya biasanya // how the pattern is usually your teacher used?</i>
Informant	<i>Dari segi artinya, vocabnya, grammarnya, gitulh kakk // In terms of meaning, vocabulary, grammar</i>
Researcher	<i>Dijabarin gitu kah sama guru kamu? // Like explaining all the language features?</i>
Informant	<i>Iyaa dijabarin semua gitu kak // Yes sis</i>
Researchers	<i>Ketika dijabarin gitu kalian diskusi bersama atau hanya pak ghalih saja Do you guys discuss together or just your teacher?</i>
Informant	<i>Ya kadang-kadang ada yang ngusulin gitu kak. Kadang-kadang lah kak kalau diskusi itu Yes, sometimes some suggest that, sis. Sometimes sis, when the discussion is a</i>
Researcher	<i>Terus ketika guru menjelaskan bacaan itu, apa yang kamu rasakan? Kamu perhatikan?? So, when the teacher explains the reading, what do you feel? You noticed ??</i>
Informant	<i>Memperhatikan kak, walau online tetap fokus. Pay attention to sis. Even though they are online, they remain focused.</i>
Researcher	<i>Kalau kamu habis membaca sesuatu, kamu ada gak sih sharing ke teman-teman kamu apa yang kamu baca If you finish reading something, do you have to share with your friends what you read?</i>
Informant	<i>Itu jarang si kak kalau sharing-sharing, kecuali kalau ada yang ingin saya tanyakan. It is rare for sis to share unless I have something to ask.</i>
Researcher	<i>Ooh jarang-jarang yaa..kalau pernah itu kenapa biasanya? Ooh, it's rare, if ever. Why is it usually?</i>
Informant	<i>Itu karena saya sukak tadi kak, // yes, because I like it Sis</i>
Researcher	<i>Kalau kamu membaca karena ada tugas dari guru, kamu mau membaca itu karena mau dapat nilai yang bagus.. atau emang ya kamu sukak aja gitu, kalau pun ga dapat nilai kamu tetap membaca. If you read because there is an assignment from the teacher, you want to read it because you want to get a good grade. or do you just like that, even if you don't get a quality, you can still read</i>
Informant	<i>Iya kak, karena ya saya sukak sih kak kalau membacanya. Kalaupun ceritanya kurang menarik keknya saya gakkbaca. Yes, sis, because yes, I like it is when reading it. Even if the story isn't interesting, I can't read it.</i>
Researcher	<i>Kakak rasa sudah kita interviewnya, kita dokumentasi dulu I think we have done our interviewed today, we document it first,</i>
Informants	<i>Baik kak // Yes Sis</i>

No. : 03

Informant Name : Zha Zha Aida Faiz

Date : March 20, 2021

Hours : 10.52 WIB

Place of interview : Zoom virtual meeting

Interview topic : Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Halo Zha Zha</i>
Informant	<i>Halo kak.</i>
Researcher	<i>Kan udah setahun ya zha kita belajar online, setahun ini .. gimana pengalaman Zhazha dikelas online ini? // It has been a year now, so we studied through online, this year . how was your experience in this online class?</i>
Informant	<i>Gimana ya kak pengalamannya, menurut Zhazha cukup menjenuhkan si. Karena kan kita dirumah aja nih terus gak ada kawan bicara, karna kalau disekolah kana da kawan buat diajak diskusi, belajar, nugas bareng .. bedanya kalau belajar online ni ya memang enak sih kita gak harus kesekolah tapi bedanya ini kita jadi jenuh, dan kalau udah jenuh otak tu gamasuk pelajarannya jadinya. What about the experience? According to Zhazha, it was pretty saturating. Because we are just at home and we don't have friends to talk to, because if we go to school where can friends be invited to discuss, study, work together ... the difference is that if you study online, it's perfect, we don't have to go to school, but the difference is that we get bored, and if already saturated my brain, including the lesson</i>
Researcher	<i>Apalagi kalau gurunya hanya menjelaskan sebentar?? // Especially if the teacher only explains briefly ??</i>
Informant	<i>Haa iya kakk, bentar aja, atau hanya kasih tugas aja. Jadi tugas tu banyak yang numpuk tapi pusing gak ada yang masuk gitulo kak// Haa yes sisk, just wait a minute, or just give me an assignment. So there are a lot of tasks that are piling up, but it's a headache that no one enters gitulo Sis</i>
Researcher	<i>Kan banyak banget ya perbedaannya nih belajar online dan offline, kalau dari Zhazha sendiri gimana sih adaptasinya? /// There are so many differences between learning online and offline, how about the adaptation from Zhazha?</i>
Informant	<i>Adaptasinya itu gimana ya kak, ikutin alur aja sih maksudnya karena kita belajarnya dirumah bukan berarti zhazha gak,, gimana ya kak, kan banyak ni kadang teman kita yang mentang-mentang belajar dirumah terus lamber-</i>

	<p><i>lambat masuk meet atau gak tugas tu gak dikerjain. Jadi cara adaptasi Zhazha walau belajar dirumah dank arena tugasnya banyak, jadi harus extra ditugasnya dong. Kan kita gak belajar disekolah ni ya berarti kalau tugas harus baguslah gitu setidaknya.</i></p> <p>Adaptation, bro, just follow the flow, it means because we learn it at home does not mean zhzha or not, what do you do, sis, sometimes our friends who are studying at home keep slowly going to meet or not doing the task... So how to adapt Zha Zha even though looking at home and because they have many jobs many, they have to be extra in charge. We don't look at school. It means that the assignments have to be good, at least.</p>
Researcher	<p><i>Oh iyaa okee, terus kalau Zhazha sukak gak sih membaca?</i></p> <p>Oh yeah, okay, then if Zhazha doesn't like reading?</p>
Informant	<p><i>Sukak, tapi tertentu juga yang dibaca.</i></p> <p>I love it, Sis, but also the particular topic</p>
Researcher	<p><i>Tergantung apa itu?</i></p> <p>What it depends on?</p>
Informant	<p><i>Kalau Zhazha sih sukaknya baca novel kak, dan tergantung genrenya. Misalkan kayak yang andrea hirata, dia kan bikin lascar pelangi kan kak dan dia biasanya bikin tentang pendidikan motivasi buat anak sekolah gitu. Nah, Zhazha tuh agak bosan gitu bacanya, tapi kalau baca yang kayak tereliye, fantasi, romance tu kayak lebih mood aja gitu bacanya.</i></p> <p>Zhazha likes reading novels, sis, and it depends on the genre. For example, like Andrea Hirata, he makes rainbow lascar, right sis, and usually does motivational education for school children. Well, Zhazha is a bit bored reading it, but if you read what it is like being realized, fantasy, romance is like a more moody one, read it</p>
Researcher	<p><i>Oh okee, jadi tergantung tema atau genre yang dibaca ya zha</i></p> <p>Oh okee, so it depends on the theme or genre you are reading, huh?</p>
Informants	<p><i>Iya bener-bener kak</i></p> <p>Yes, Sis</p>
Researcher	<p><i>Terus kalau membacanya sukak bacaan yang bikin penasaran gak?</i></p> <p>Then if you read it, do you like reading that makes you curious or not?</p>
Informant	<p><i>Oh ya pasti kak, kan rata-rata orang tu sukak novel dari wattpad mungkin yang badbody lah, sad boy lah tapi cerita kayak gitu udah gampang ketebak. Kalau Zhazha lebih sukak cerita yang misteri, genre yang gak pernah kita bayangin, jadi itu bikin kita penasaran. Kalau Zhazha sukak yang kayak gitu.</i></p> <p>Oh yes, sis, the average person likes novels from Wattpad, maybe the bad-body ones, sad boys, but stories like that are easy to guess if Zhazha prefers mystery stories, genres that we never imagine, so it makes us curious. Suppose Zhazha likes something like that.</p>
Researcher	<p><i>Terus kalau kamu udah penasaran, kamu apa sampai lupa waktu ga sih membacanya?</i></p> <p>Then if you are already curious, do you forget the time or not to read it?</p>
Informant	<p><i>Sampek kakk, sampe lupa waktu. Pernah pas itu kak pengalaman dipondok kan kalau di pondok gaboleh pegang elektronik kan kak. Jadi hiburannya ya kalau gak main sama kawan yaitu baca novel sampe pondok mati lampu pun buat disuruh sholat magrib, tapi gimana ya kak saking penasarannya jadi Zhazha tetap kejer membaca itu, nanti balik dari sholatpun selagi kadang sampe gitu.. sama temen-temen</i></p> <p>Sampeksisk, until he forgot the time. At that time, my experience was being boarded, right? In the hut, you can handle electronics, right? So the entertainment is if you don't play with friends, namely reading novels until the shed, the lights go out to tell evening prayers, but how about it, sis, I'm so curious that Zhazha keeps reading it, later going back from praying while sometimes it arrives like that with friends,</p>
Researcher	<p><i>Terus kalau itu tadi membacanya dalam bahasa Indonesia atau bahasa inggris?</i></p> <p>That was read in Indonesian or English?</p>
Informant	<p><i>Kalau novel, Zhazha belum pernah sih coba yang bahasa inggris gitu tapi bukan berarti Zhazha gamau baca, kalau seandainya ada Zhazha mau coba baca sih.</i></p> <p>Zhazha has never tried English in novels, but that doesn't mean Zhazha can't read them. If there is Zhazha, I want to try reading it anyway.</p>
Researcher	<p><i>Oh gitu yaa, terus kalau kakak Tanya .. kalau membaca dalam bahasa inggris sukak gak ni?</i></p> <p>Oh, I see, then if I ask you to read in English, don't you like it or not?</p>
Informant	<p><i>Sukak kak... kalau seandainya nih pelajaran bahasa inggris sama pak ghalih kan kawan-kawan disuruh baca, Zhazha tu udah baca duluan (kan dimatiin kan kak miknya), Zhazha tu udah baca duluan gini gininya, nanti kalau vocabnya salah, Zhazha cari google dulu gimana cara bacanya gituuu.</i></p> <p>I love it, Sis, if only you had English lessons with Mr. Ghalih, friends were told to read, Zhazha already read it first (turned it off, sis), Zhazha read this first, then if the vocab is wrong, Zhazha search google first how do I read it like that.</p>

Researcher	<p><i>Terus kalau membaca dalam bahasa inggris tu kan agak sedikit lebih challenging ya kan ya, dalam hal vocabulary misalkan. Kalau Zhazha sendiri, dalam membaca bahasa inggris tu apa kendalanya?</i></p> <p>Then, reading in English is a bit more challenging, right? In terms of vocabulary, for example. For Zhazha yourself, what are the obstacles in reading English?</p>
Informant	<p><i>Kalau di reading ya kak, kalau Zhazha paling dicara bacanya aja sih. Terus kalau dalam bahasa inggris Zhazha paling bermasalah sama writing, itu aja.. kalau soal reading, kek menyenangkan aja walaupun challenging tapi menyenangkan gitu</i></p> <p>If you read it, sis, if you read Zhazha the most, just read it. Then if in English Zhazha has the most problems with writing, that's all. if it's about reading, it's fun even though it's challenging, but it's fun,</p>
Researcher	<p><i>Kalau Zhazha sendiri membaca tu sepertinya bukan karena tujuan akademik ya jadinya, misalkan membaca tu bukan hanya untuk pembelajaran, tapi untuk kesenangan Zhazha juga</i></p> <p>If Zhazha himself reads, it doesn't seem because it's an academic purpose. For example, reading is not just for learning, but for Zhazha's pleasure too</p>
Informant	<p><i>Heem benar kak. // Heem is right, Sis.</i></p>
Researcher	<p><i>Terus kalau diluar kelas, Zhazha tu membaca dalam bahasa inggris gak?</i></p> <p>Then if it's outside the classroom, can you read in English or not?</p>
Informant	<p><i>Diluar kelas enggak sih kak, jarang.. // outside the classroom, rarely</i></p>
Researcher	<p><i>Terus selama kelas online ini, pak ghalih apa ada memberi tugas membaca?</i></p> <p>During this online class, sir, did you give me a reading assignment?</p>
Informant	<p><i>Ada, selalu disetiap kelas pak ghalih pasti ngasih tugas reading. Karena, biar kamu itukan pasti matiin kamera tuh sama matiin suara kan, jadi pak ghalih tu biar kek absenin kami juga, caranya adalah dengan dipanggil satu-satu namanya suruh reading jadi kek kami tu bakal gak tidur gitu atau bakal gak kabur dari meet. // There, always in every class Mr. Ghalih always gave reading assignments. Because, so that you definitely turn off the camera and turn off the sound, so sir, so I'm absent too, the way is to be called one by one his name tells us to read so that we won't sleep like that or we won't run away from the meet</i></p>
Researchers	<p><i>Ohh jadi ketika kelas, pak ghalih tu biasanya manggil nama ya gitu atau nunjuk gitu, atau dengan bertanya.. ada yang mau bacain atau lebih kayak nunjuk nama langsung?</i></p> <p>Ohh, so during class, Mr. Ghalih usually called out a name or pointed that way or by asking. Did anyone want to read, or was it more like pointing at a direct name?</p>
Informant	<p><i>Langsung nunjuk nama, kayak "ini mana inii, baca." //immediately pointed at the name, like "where is this, read."</i></p>
Researcher	<p><i>Ohh bahkan sampai dicariin gitu yaa, baik-baik // Ohh even looked for like that, fine</i></p>
Informant	<p><i>Iya kakk // Yes sisk</i></p>
Researcher	<p><i>Jadi kalau ditanya, "siapa yang mau bacain" itu biasanya malah gak ada yang mau yaa.</i></p> <p>So when asked, "who wants to read" it usually doesn't even anyone want</p>
Informant	<p><i>Iyaa gak ada kakk, mereka kek lebih diem aja. Karena ya mungkin agak sulit bagi mereka karena bahasa inggris 'ndak bisa bahasa inggris' gitu nantik kak</i></p> <p>Yes, no sisk, they just ignore it. Because yes, maybe it's a bit difficult because English 'can't speak English' is what</p>
Researchers	<p><i>Okeeeeyy.. jadi kalau misalkan Zhazha ditunjuk nih sama pak ghalih untuk membaca tu, kan pastinya dengan bersuara ya.. Zhazha mau? // Okeeeeyy is, so if, for example, Zhazha is appointed by Pak Ghalih to read it, right?</i></p>
Informant	<p><i>Mau kak. // I will Sis</i></p>
Researcher	<p><i>Kenapa mau? // Why do you want to?</i></p>
Informant	<p><i>Karena,, menyenangkan dan kayak yang tadi Zhazha bilang kalau teks bahasa inggris tu challenging gitu jadi pas tiap Zhazha baca tu jangan sampai ada yang salah nih gitu kan, kalau ada yang salah berarti pelajaran yang baru kan kalau Zhazha ditegur. "Zha bacanya in" terus kek yaudah, jadi pelajaran baru juga buat Zhazha. Jadi, menantang banget dan Zhazha sukak aja disuruh-suruh baca gitu</i></p> <p>Because it's fun and like the one before, Zhazha said that the English text is challenging, so it fits every Zhazha read it, don't let anything go wrong right if something goes wrong, it means a new lesson right if Zhazha is reprimanded. "Read it in Zha" keep on, okay, so it's a new lesson for Zhazha too. So, it's challenging, and Zhazha likes to be told to read that,</p>
Researcher	<p><i>Good, okehh.. misalkan pas Zhazha lagi baca ni, Zhazha seneng ga sih kalau temen-temen tu tau Zhazha tu bacanya bagus. // Good, okehh .. for example when Zhazha is reading this, Zhazha is happy if my friends know Zhazha it reads well</i></p>
Informant	<p><i>Seneng sih, karena kayak yes bisa gitu. Kek apresiasi diri jugak gitu jadinya kak.</i></p> <p>Happy, because like yes it can be like that. Oh, my self-appreciation is like that too, sis</p>
Researcher	<p><i>Terus kalau ada temen Zhazha ni yang bagus membacanya, pengen ga sih belajar lebih giat lagi supaya lebih</i></p>

	<p><i>bagus dari teman Zhazha itu</i> So, if Zhazha's friends are good at reading it, they don't want to study harder to be better than Zhazha's friends.</p>
Informant	<p><i>Pasti dong kak, pertama Zhazha tu salut sih kalau nengok orang itu kagum banget dan termotivasi kali kek ih keren yaa bisa bacanya gini, kek kakak tau ilham kan anak debat, nah dia tu emang mungkin didebatnya enggak tapi Zhazha sukak banget cara dia menggabungkan kalimat, kata-katanya jugak udah bukan kata-kata biasa, segala macam. Itu bikin Zhazha kek ihh kok bisa gitu. Aplagi kalau readingnya bagus terus gak ada salah tu bener-bener challenging banget sih daan salut.</i> Please sis, first Zhazha salute if you look at that person who is amazed and motivated, it's cool, you can read it like this, you know the inspiration for the child to debate, now he may not be discussing. Still, Zhazha likes the way he combines sentences. His words are also not ordinary, all kinds. That makes Zhazha kek ihh how come if the reading is good, then there is no mistake it is challenging and salute.</p>
Researcher	<p><i>Iya yaa, jadi mungkin Zhazha ada rasa pengen belajar lebih lagi ngeliat temen kita bisa gitu.. terus pas dikelas biasanya bacaannya itu gak PR ya atau langsung dikelas pas pak ghalih memberikan tugas membaca.</i> Yes, so maybe Zhazha has a feeling of wanting to learn more, and seeing our friends can do that. Then, when in class, usually the reading is not homework or straight in class when Pak Ghalih gave a reading assignment.</p>
Informant	<p><i>Oh langsung dikelas kak biasanya. // Oh went straight to the usual kak class.</i></p>
Researcher	<p><i>Terus kalau Zhazha membaca itu kan tadi dibilang duluan membacanya, kk penasaran itu kenapa sih mau baca teksnya duluan. /// Then if Zhazha reads it, you said it first read it, kk wonders why you want to read the text first.</i></p>
Informants	<p><i>Zhazha ga baca duluan si kak, ga asal main "pak sya aja pak" jadi Zhazha tunggu, tapi biasanya pak ghalih kan minta tolong yang lain dulu karena biar mereka bersuara kan kak. Karna pak ghalih mungkin tau kalau Zhazha dah bisa jadi yang lain aja dlu gitu. Tapi kalau seandainya gak ada, baru Zhazha mengorbankan diri Karena untuk menghargai guru juga kan kak, maksudnya tuh masak gak ada yang respon gurunya ngomong. Jadi, sebagai bentuk kesenangan Zhazha jugak tapi sebagai bentuk membantu guru jugak supaya pembelajaran tetap berlangsung.</i> Zhazha did not read. First, sis, not just playing "sir, just Sir" so Zhazha wait, but usually, Pak Ghalih first asked for help because they let them speak right sis. After all, Pak Ghalih might know that Zhazha could be something else just like that. But if there isn't, then Zhazha will sacrifice himself. Because to respect the teacher too, sis, you mean cooking, no one responds to the teacher talking. So, as a form of Zhazha pleasure too but as a form of helping the teacher, learning continues.</p>
Researcher	<p><i>Oh okeyy, nah kk mau Tanya lagi ni selain vocabulary ada ga sih kesulitan lain yang Zhazha hadapi atau memang vocabulary itu masalah terbesar?</i></p>
Informant	<p><i>Iya kak vobularnya sih yang paling penting, kalau diteks bahasa inggris tu kan kata-katanya ada yang jarang kita denger, jadi kita harus buka kamus cara bacanya gimana.</i> Oh, okay, now if I want to ask again, besides the vocabulary, are there any other difficulties Zhazha is facing, or is vocabulary the most significant problem?</p>
Researchers	<p><i>Misalkan kalau Zhazha lagi baca, terus ketemu vocabulary yang susah, zhazah berhenti membaca apa masih mau lanjut gak sih? // Yes, the vocabulary is the most important thing, if we check in English, there are words that we rarely hear, so we have to open a dictionary how to read it. For example, if Zhazha is reading again, she continues to find complex vocabulary, Ahaziah stops reading. Do you still want to continue?</i></p>
Informant	<p><i>Ehh kadang sebelum Zhazha membaca udah cari tau ini cara bacanya gimana, artinya apa gitu. Kalau gak pas disuruh ni kan Zhazha belum prepare ni, Zhazha tengok dulu teksnya baru nanyak pak ghalih dulu "pak ini bacanya gimana" baru Zhazha mulai dari awal bacanya.</i> Ahh, sometimes, before reading Zhazha, I have learned how to read this, read it, and what it means. If it's not right, Zhazha isn't prepared yet. Zhazha looks at the text first, then asks Mr. Ghalih first, "How do you read this sir," then Zhazha starts reading from the beginning.</p>
Researcher	<p><i>Oh gituu okey, misalnya Zhazha menyelesaikan tugas membaca dari pak ghalih,, ada ga sih karena pengen dapat nilai yang bagus? // Oh, I see. Okay, for example, Zhazha completed a reading assignment from Mr. Ghalih, is there anything because you want to get good grades?</i></p>
Informant	<p><i>Iyalah kakk, karena dari pandemic ini juga kan. Kek mau ngarapin nilai darimana lagi gitu kalau gak dari tugas-tugas atau apresiasi dari guru gitu kan. Kalau gak dari keaktifan kita di kelas online mau dapat nilai darimana lagi gitu loh. Karena jujur Zhazha kalau nilai ujian, itu buruk ga sebagus ini jadi Zhazha mengimbangi, kalau seandainya diujian sulit dan gak sebagus itu setidaknya aktif dan ikutin pelajaran dikelas.</i> Yes, Sis, because of this pandemic, suitable? From where do you expect grades? If not from our activeness in online classes, where do we get the value? Because to be honest, Zhazha if the test scores are wrong, it's not this good, so Zhazha compensates. If the test is complex and not that good, at least be active and follow the lessons in class</p>

Researcher	<i>Ohh okey jadi ada ya zhaa harapan itu, nah kalau pak ghalih menjelaskan bacaan dikelas, beliau mendiskusikanya gak?</i> Ohh, okay, so there is hope, now if Mr. Ghalih explained the reading in class, did he discuss it or not?
Informant	<i>Pasti kak, gini sih misalkan udah dibaca 3-4 orang.. terus nanti dimulai dari cara bacanya dulu. Dibenerin sama pak ghalih cara bacanya gimana baru nanti dijelasin artinya satu-satu.</i> Sure sis, like this, for example, 3-4 people have read it .. then it will start with the way I read it first. I gave it to Mr. Ghalih, how to read it, then how would it be explained one by one.
Researcher	<i>Hmm ohh, jadi beliau itu mengartikan yaa dan sepertinya memberi maksud dari bacaan itu.</i> Hmm, oh, so he means yes and seems to give the meaning of the reading.
Informant	<i>Iya kak, kadang sambil nanyak-nanyak juga siapa ni yang tau artinya inii.. gitu. Nanti kalau emang gak ada yang tau baru beliau kasih tau</i> Yes, sis, sometimes while asking around too, who knows what this means, I see. Later, if no one knows, then he will tell the
Researcher	<i>oh jadi memang ada diskusi yaa // oh so there is indeed a discussion, the</i>
Informant	<i>Iya kak, terus kayak ngasih kesempatan yang lain dulu kan untuk membaca, nah yang lain itu disuruh aktif juga dengan menjawab pertanyaan dari pak ghalih.</i> yes, sis, then like giving him another opportunity to read, now the others are told to be active as well by answering questions from Pak Ghalih
Researcher	<i>Oh jadi dengan menerjemahkan terus menjelaskan isi dan juga dengan berdiskusi yaa dengan siswa.</i> Oh, so by translating, continue to explain the content and also by discussing it with students.
Informant	<i>Nah lanjut ya zha, jadi kalau di online ini. Zhazha tu sering ga sih sharing ke temen-temen Zhazha tentang apa yang udah Zhazha baca.</i>
Researcher	<i>Jarang sih kak, karena sejak pandemic ini Zhazha lebih kebanyakan main gadget sih kak daripada bacanya. Baca paling artikel tapi itupun bukan bahasa inggris cuman kalau mungkin berita atau apa Zhazha baru sharing gitu ke kawan, kayak berita-berita terkini aja gitu. Walaupun gossip atau apa pokoknya itulah baru disharing ke kawan.</i> So, let's continue, so if it's online. Zhazha doesn't often share with Zhazha's friends about what Zhazha has read. rare sis, because since this pandemic, Zhazha has been playing gadgets more than reading them. Read most articles, but even then, it's not in English, only if it's news or what Zhazha just shared with friends, like the latest news. Even though gossip or whatever the point is, it has just been shared with friends.
Informant	<i>Ohh iyaya, jadi memang kurang yaa social sharingnya ketika online in yaa.</i> Ohh yeah, so it lacks in social sharing when online
Researchers	<i>Iya kak, sama-sama // Yes Sis, You're welcome</i>

No. : 04

Informant Name: Syakira Alfa Hidayah

Date: March 20, 2021

Hours: 11.49

Place of interview: Zoom virtual meeting

Interview topic: Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Halo Syakira, makasih yaa sudah bersedia diinterview. Oke kita mulai ya, kan kita udah belajar online setahunan ya. Selama setahun kemaren ini gimana pengalaman belajar syakira dikelas online.</i> Hello Syakira, thanks for being willing to be interviewed. Okay, let's start, right? We've been studying online for a year. During this past year, how was the experience of learning Syakira in an online class?
Informant	<i>Enakan sekolah sih // I prefer to offline class Sis</i>
Researcher	<i>Kenapa tu?? Why is that ??</i>
Informant	<i>Kalau online kan gak ketemu temen-temen, kalau dirumah bangun pagi gitu yak an hidupin hape langsung join ke meet.</i> If you don't meet your friends online, you can turn on your cellphone and immediately join the meet when you wake up at home.
Researcher	<i>Apakah jadi kurang semangat gitu sekolahnya?</i> Are you not enthusiastic about going to school?
Informant	<i>Iyasih kak. // Yes Sis</i>
Researcher	<i>Jadi ga seasik pas offline ya, gabisa ketemu temen-temen. Ada lagi gak?</i> So it's not as good as offline, huh? I can't meet my friends. Is there anything else?

Informant	<i>Belajarnya juga kurang kak, kurang paham gitu // Learning is also lacking sis, do not understand so</i>
Researcher	<i>Kenapa gitu?? Penjelasan gurunya kah? // Why is that ?? The teacher's explanation?</i>
Informant	<i>Iya kakk.</i>
Researcher	<i>Apa mungkin karena waktunya juga? /// Could it be because of the timing too?</i>
Informant	<i>Nah iya kak, waktunya tu cuman sebentar // So yes sis, it's just a short time.</i>
Researcher	<i>Terus kalau tugasnya gmn? Banyak juga ya kalau online Then what about the task? There are also many online,</i>
Informants	<i>Iyaa kak // Yes Sis</i>
Researcher	<i>Terus kalau adaptasi dikelas online kamu gimana? // then, what about the adaptation in your online class?</i>
Informant	<i>Yaudah kak ikutin alurnya aja, ada tugas ya dikerjain Okay, sis, just follow the flow, there is a task done by</i>
Researcher	<i>Okey, kamu sukak membaca gak sih? // Okey, do you like reading or not?</i>
Informant	<i>Sukak kakk // Love it Sis</i>
Researcher	<i>Biasa tu sukak membaca apa?//What is you usually read?</i>
Informant	<i>Tergantung mau baca buku apa kakk // It depends on what book you want to read, Sis.</i>
Researcher	<i>Ohh kalau gitu, sukak baca yang kaya novel? Suka genre novel apa? Ohh, if that's the case, do you like to read novels? What kind of novels do you like</i>
Informant	<i>Sukak yang lebih kek anak sekolah gitu sih kak. Sukakwho is more like schoolchildren, sis.</i>
Researcher	<i>Ooh gitu, terus kalau bacaan yang bikin penasaran sukak gak? Ooh, so if you read something that makes you curious or not?</i>
Informant	<i>Sukakk kak // Love it Sis</i>
Researcher	<i>Terus kalau udah penasaran, kamu sampai lupa waktu gak sih membacanya? then if you're curious, you forget the time you read it or not?</i>
Informant	<i>Enggak si kakk // Not really Sis</i>
Researcher	<i>Kamu sukak lah ya berarti membaca untuk kesenangan kamu? Do you like reading? Does it mean reading for your enjoyment?</i>
Informant	<i>Iyaa kakk // Yes, Sis</i>
Researcher	<i>Okeyy, kamu suka ya berarti membaca, kalau membaca dalam bahasa inggris suka gak?// Okeyy, do you like it, that means reading, do you like reading in English?</i>
Informant	<i>Sukak sih tapi gak ngerti artinya, bisa cuman mau ngucap itu susah but I don't understand what it means, can you just want to say it's hard</i>
Researcher	<i>Oh kalau masalah di pengucapan kan berarti bersuara ya, kalau membaca dalam hati gimana?? // Oh if the problem is pronounced it means sound, what if you read it silently?</i>
Informant	<i>Oh kalau gitu sukak kak, karena dalam hati kan yaaa jadi ga belibet gitu Oh, if that's the case, sis, because in my heart, I don't like it.</i>
Researcher	<i>Kalau membaca dalam bahasa inggris kan memang agak susah kan ya misalkan dari vocabularynya, sekarang kakak Tanya kalau pas membacanya nih terus ketemu vocabulary yang susah kamu masih mau lanjut baca atau mau berhenti? Kenapa? Suppose reading in English is difficult, for example, from the vocabulary, now Tanya's brother. In that case, when reading it, you keep finding complex language, you still want to continue reading or want to stop? Why?</i>
Informant	<i>Lanjut sih kak.. ya walaupun ga paham ya tetap lanjut aja karena ya penasaran sama kelanjutan yang lain gitu // Continue, sis .. yes, even though I don't understand, just keep going because I'm curious about the other sequences</i>
Researcher	<i>Kalau didalam kelas, kamu sering membaca bacaan bahasa inggris gak? If in class, do you often read English reading or not?</i>
Informant	<i>Gak ada kak // No Sis</i>
Researcher	<i>Kalau diluar kelas juga enggak ya? // outside the classroom also or not?</i>
Informant	<i>Enggak sih kakk // Not Sis</i>
Researcher	<i>Terus kalau dikelas online ini , guru kamu ada pernah kasih tugas membaca ga? Then, in this online class, has your teacher ever give you a reading assignment or not?</i>
Informant	<i>Ada kak..// Yes sis ..</i>
Researcher	<i>Oh ada, dalam bentuk apa tu? // Oh there, in what form?</i>
Informant	<i>Oh ujian praktek kami kan membaca. // Oh our practical exam reads</i>
Researcher	<i>Kalau gak pas um ni ya, hari-hari biasa kemarin gimana? If it doesn't fit well, what do you think about the typical days yesterday?</i>

Informant	<i>Ada sih kak, kan biasanya baca teks dulu sebelum kelas. Kalau misalkan ditunjuk ya baca. /Yes sis, I usually read the text first before class. If for example it is appointed, then read.</i>
Researcher	<i>Oh jadi dikelas itu guru syakira menunjuk gitu yaa untuk membaca sebuah teks misalkan // Oh, so in that class, the teacher Syakira pointed it out to read a text, for example</i>
Informant	<i>Iyaa gitu kakk // Yes Sis</i>
Researcher	<i>Terus syakira pernah ditunjuk gak? // think you have been appointed or not?</i>
Informants	<i>Pernah kak// Yes I have Sis</i>
Researcher	<i>Misalkan pas syakira ditunjuk untuk membaca, terus syakira mau kan. Nah maunya tu kenapa? // For example, when I was appointed to read, I still wanted to do it. So what do you want?</i>
Informant	<i>Ya karena udah ditunjuk ya kak jadi ya mau, terus deg-degan juga Yes, because it was already appointed, sis, so yes you want to, continue to be nervous</i>
Researcher	<i>Oh berarti gini ya, kamu sukak ga sih kalau guru kamu tau kemampuan kamu membaca? // Oh means this, do you like it if your teacher knows your ability to read?</i>
Informant	<i>Ya sukak sih kakk // Yes, I like it, Sis.</i>
Researcher	<i>Kalau diluar kelas kamu berarti kurang ya membacanya? // If you are outside of class, you don't read it?</i>
Informant	<i>Oh, iya kak jarang. // Oh yes, sis rarely.</i>
Researcher	<i>Terus kalau dikelas online, kan pasti ada membaca sebuah teks gitu yakan misalnya. Guru kamu apa menunjuk murid untuk membacanya? If the class online, right there must be reading a text, so outstanding example. Did your teacher appoint students to read it?</i>
Informant	<i>Yaa nunjuk kak, tapi syakira baca sendiri jugak sih kak pointed out Sis, but I think I read it myself too, Sis.</i>
Researcher	<i>Oh kalau kamu ditunjuk gitu misalkan, kamu mau terima itu? Oh, if you were appointed, for example, would you like to accept that?</i>
Informant	<i>Terima kakkk.. // Accept kakkk ..</i>
Researcher	<i>Terimanya kenapa? Karena disuruh gitu kah? Accept why? Because you were told to do that?</i>
Informant	<i>Ya kak //Yes, Sis</i>
Researcher	<i>Misalnya gurunya Tanya gini: "ada yang mau baca?"kamu mau ga secara sukarela gitu membaca? For example, the teacher Ask this: "Anyone wants to read?" Do you want to read voluntarily?</i>
Informant	<i>Ya karena sukak aja cuman kadang keduluan sama teman-teman yang lain Yes, because I just like it sometimes I go ahead with other friends</i>
Researcher	<i>Ooh ya ampun, sedih yaa. Kalau udah keduluan gitu kamu merasa kekmana emang? // Ooh oh my, sad. If so, where do you feel?</i>
Informant	<i>Yah. Udah keduluan.// Well. Already go ahead.</i>
Researcher	<i>Kenapa sih kamu sampe mau gitu?// Why do you want that?</i>
Informant	<i>Ya sukak aja kak, melatih mental juga kan // Yes I like it sis, train mentally too</i>
Researcher	<i>Terus kalau temen kamu tau kamu membacanya bagus, kamu senang? Then if your friends know you read it well, are you happy?</i>
Informant	<i>Wah senang kakk // Of course I am happy sis</i>
Researcher	<i>Kalau guru yang tau gimana? // If the teacher knows how?</i>
Informant	<i>Ya senang, guru kan kalau ngeliat muridnya bagus ya itu-itu aja Yes, the teacher is happy, if you see the students are good, that's all. Continue if you are given a reading assignment with your teacher, you can not finish the reading assignment.</i>
Researcher	<i>Kamu selesaian itu? Demi apa sih kamu selesaikan itu? Did you finish that? What are you solving for</i>
Informant	<i>Ya selesaikan daripada numpuk // Yes, finish rather than pile up Your</i>
Researcher	<i>Kamu saat membaca gitu ada gak sih karena pengen dapat nilai yang bagus? when reading is there or not because you want to get good grades?</i>
Informant	<i>Pasti ada kak. // There must be, sis.</i>
Researcher	<i>nah pas baca bacaan bahasa inggris ada gak sih kesulitan-kesulitan yang kamu hadapi right reading English reading, are there any difficulties that you face?</i>
Informants	<i>Ada kak// There is Sis</i>
Researcher	<i>Apa tu kesulitannya? // What are your difficulties?</i>
Informant	<i>Mengucapnya itu kakk // The pronunciation</i>

Researcher	<i>Oh okey berarti pronunciationnya ya, nah kalau setelah siswa membacakan teks.. guru kamu ada menjelaskan gak sih // Oh, okay, means the pronunciation yes, now if the student reads the text, your teacher explains it.</i>
Informant	<i>Menjelaskan kak... memperbaiki cara bacanya itu. //explains sis ... improves how to read</i>
Researcher	<i>Setelah itu gimana biasanya guru kamu menjelaskannya? // After that, how do your teachers usually explain it?</i>
Informant	<i>Biasanya pak ghalih itu meminta 2-3 murid untuk membaca. // Usually, Pak Ghalih asked 2-3 students to read</i>
Researcher	<i>Oh iyaa berarti dijelaskan isinya baru ditranslate gitu kah? Oh yeah, that means it was explained that the contents were just translated, right?</i>
Informants	<i>ya di translate kakk// Yes Sis, the teacher translate it</i>
Researcher	<i>Nah pas dijelasin gitu biasanya pak ghalih doang yang ngomong atau kamu juga ngomong gitu temen-temen Well, usually Mr. Ghalih, the only one who talks or you also talk about it, friends</i>
Informant	<i>Pak ghalih baca, jelaskan, kami ikutin kakk // when you explain it, it is Mr., read, explain, we follow the Sis</i>
Researcher	<i>Oo kalian ikutin gitu, berarti bareng-bareng ya? // Oo, you follow it, that means together, huh?</i>
Informant	<i>Iya kak bareng-bareng // Yes Sis together</i>
Researcher	<i>Okeyy, kakak rasa sudah cukup interviewnya. Terimakasih ya syakira</i>
Informant	<i>Iya kak Sama-sama // My pleasure Sis</i>

No. : 05

Informant Name: Ridho Amanda

Date: March, 20th 2021

Interview Place: Zoom virtual meeting

Interview topic: Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Halo Ridho, Selamat siang. Okeh, kan kita sudah mau setahunan ya belajar online karena kalau gak salah dari bulan maret yah. Hello Ridho, Good afternoon. Ok, we have been going to study online for a year, because if I'm not mistaken, it's from March.</i>
Informant	<i>Iya kak mendekatilah.// Yes Sis, around march</i>
Researcher	<i>Nah, udah setahun ni kita belajar secara online ya. Gimana ni pengalaman kamu belajar online So, we've been studying online for a year now. How is your experience learning online</i>
Informant	<i>Pengalamannya si ya gak focus belajar. My experience is not the focus of learning.</i>
Researcher	<i>Gak focus belajar ya, kenapa?? // not focus on learning, huh, why?</i>
Informant	<i>Karena guru kurang memperhatikan kita, karena guru tu gatau kita ngapain bahkan bisa aja makan, absen, bisa aja lagi main push rank. Because teachers pay less attention to us because teachers don't know what to do, can even eat, and are absent. They can play push rank again.</i>
Researcher	<i>Iya yaa, bisa sambil rebahan juga gitu ya. Beda banget kalau belajar dikelas ya, jadi mengurangi focus ya online ini // Yes, you can lie down too. It's really different if you study in class huh, so you reduce your focus online, right?</i>
Informant	<i>Iya kak // Yes Sis</i>
Researcher	<i>Terus gimana lagi pengalamannya, ada enak nya ga sih? // How else is the experience, is it good or not?</i>
Informant	<i>Enaknya ga perlu kesekolah, Bisa rebahan // thing is that you don't need to go to school. You can lie down.</i>
Researcher	<i>Kamu pengen ga sih lanjut kelas online gini terus? // Do you want to continue with this online class?</i>
Informant	<i>Pengen offline aja enak nya // Just want to go offline.</i>
Researcher	<i>Iyaa mungkin kayak lebih ada ikatan dengan gurunya, jadi lebih masuk juga mungkin ya kalo offline ya. Terus selama ini kamu ada kesulitan gak sih beradaptasi dengan belajar online ini? Yes, maybe it seems like they have more ties with the teacher, so it's possible to get more in, perhaps if you're offline. So far, have you had difficulty adapting to learning online?</i>
Informants	<i>Kadang memang minat belajar online tu kadang enggak Sometimes it is true that you are interested in learning online, sometimes not.</i>
Researcher	<i>Kalau lagi minat itu apa yang menyebabkan tu? // If that interest is what causes it?</i>
Informant	<i>Ya pastinya bukulah, jadi stanbye buku didepan kita dan mendengarkan guru berbicara Yes, of course, books, so book standby in front of us and listen to the teacher talk</i>
Researcher	<i>Oh jadi naik turun ya motivasi belajarnya ya Oh it goes up and down yes motivation to learn yes</i>
Informant	<i>Nah kalau dulu sebeum kelas online ni kamu suka membaca gak?</i>

	Well, before online class, did you like to read?
Researcher	<i>Kalau membaca webtoon itu termasuk ga kak? // it included in reading the webtoon?</i>
Informant	<i>Webtoon untuk kesenangannya ya, gapapaa // Webtoon is for fun? No worries</i>
Researcher	<i>Kalau baca buku kurang ya kak? // If you read the book is not much, Sis</i>
Informant	<i>Kalau selama online, ya sama aja. Gak ada baca buku. // If you are online, it's the same. Nobody reads books.</i>
Researcher	<i>Oh okey, itu membaca dalam general ya. Kalau membaca dalam bahasa inggris suka gak?</i> Oh, okay, that's reading in general, huh. Do you like reading in English?
Informant	<i>Kalau sukak sih iya sukak. /// If you like it, I really like it.</i>
Researcher	<i>Oh sukak, kenapa suka membaca dalam bahasa inggris? // Oh, why do you like reading in English?</i>
Informant	<i>Karena bahasa inggris kan bahasa internasional, karena itu. Lagian kalau baca bahasa inggris tu kayak cool aja // Because English is the international language, that's why. Besides, if you read English it's like cool,</i>
Researcher	<i>Cool aja ya, supaya apa ni? Biar diliat temen yang lain atau diliat guru?</i> cool, so what is this? Let it be seen by other friends or by the teacher?
Informant	<i>Gaklah kakk. // No siss</i>
Researcher	<i>Nah okee, kalau kamu membaca dalam bahasa inggris tu sukaknya karena apa. Apa karena topiknya menarik? // Well okee, if you read in English it is so difficult for you. Is it because the topic is interesting?</i>
Informant	<i>Karena memang sukak bacanya. // Because I just enjoy in reading.</i>
Researcher	<i>Terus kalau kamu membaca tu biasa untuk kesenangan aja atau hanya untuk tujuan belajar?</i> If you read it just for fun or just for learning purposes?
Informant	<i>Kalau tujuan belajar disuruh guru ya kak baca teksnya aja, tapi kalau dirumah gak ada baca-baca sih kalau disuruh aja. // If the teacher instructs you to study the objectives, sis just read the text, but at home there is no reading and reading if asked to.</i>
Researcher	<i>Oh gitu, kalau untuk kesenangan berarti lebih ke webtoon ya kamu, selain webtoon ada?</i> Oh, I see, if for fun it means more to webtoons, don't you, other than webtoons?
Informant	<i>Kelas 11 sih sebelumnya ad abaca, tapi sekarang gak ada lagi. / Class 11 read, but now there are no more.</i>
Researcher	<i>Okeyy, kalau didalam kelas, ada gak sih tugas membaca dari guru kamu?</i> Okey, in class, is there any reading assignment from your teacher?
Informant	<i>Ujian praktek madrasah ya kak sekarang, itu membaca // Madrasah practice exam right now, that's reading</i>
Researcher	<i>Oh, gimana ituu. /// Oh, how about that.?</i>
Informant	<i>Nah yang bahasa inggris itu membaca kak, reading text dikasih 3 pilihan terus pilih salah satu.</i> Those in English are reading, sis. Reading text is given three choices, then choose one.
Researcher	<i>Oohhh gitu, yang membaca itu berarti sudah ada teksnya terus kamu membaca didepan guru kamu gitu?</i> Oh, who reads it means there is already a text, and you read it in front of your teacher, right?
Informant	<i>Iya kak // Yes is</i>
Researcher	<i>Terus kamu sukak ga tugas yang kayak gitu // Then you don't like that?</i>
Informant	<i>Sukak si kakk // I love it Sis</i>
Researcher	<i>Oh jadi ada yaa tugas membaca dari guru ya, itukan ujian praktek yaa.. kalau pas belajar sehari-hari kemaren gimana?</i> There is a reading assignment from the teacher, that's a practical exam, huh, what about daily study yesterday?
Informant	<i>Itu kalau misalnya kita mempelajari tentang teks procedure ah entar disuruh baca apa itu teks procedure. For example, if we learn about the procedure text, then we are asked to read what is the procedure text</i>
Researcher	<i>Oh itu dibacain dikelas yaa berarti. Kamu ada bukunya?</i> Oh, it is read in class, it means. Do you have the book?
Informant	<i>Ya kak, adaaa. // Yes sis, there is.</i>
Researcher	<i>Terus ketika sebelum kelas kamu ada baca bukunya duluan ga sih?</i> Did you read the book before class?
Informants	<i>Enggak kak // No Sis</i>
Researcher	<i>Ohh berarti ketika dikelas aja ya berarti. Nah pas membaca itu, guru kamu menyuruh murid membacanya kah? // ohh it means that when you are in class, it means something. So when you read it, your teacher told the students to read it, didn't you?</i>
Informant	<i>Iya kak. // Yes Sis</i>
Researcher	<i>Ohh gitu, apakah beliau nanyak kek ada yang mau bacain atau beliau nunjuk nama langsung? // Oh I see, did he ask if anyone wanted to read or did he point out a name directly?</i>
Informant	<i>Nunjuk kak biasanya // Point us directly Sis</i>
Researcher	<i>Kamu pernah ditunjuk? // has you been appointed?</i>

Informant	<i>Pernah.. dan ya gitu padahal gapapa kan kak tapi saya kurang mau gitu la</i> Have you ever .. and yes even though it's okay, sis but I don't want it like that
Researcher	<i>Oh pas kamu membaca ni, kamu senang gak sih kalau guru tu tau kemampuan membaca kamu?</i> Oh, when you read this, would you be happy if the teacher knew your reading skills?
Informant	<i>Pengenlah kakk // Want to Sis,</i>
Researcher	<i>Kalau sama temen-temen yang lain gimana saat tau kamu tu bagus membacanya?</i> If with other friends, how do you know that you are good at reading it?
Informant	<i>Biasa ajaa// Not too special sis</i>
Researcher	<i>Ohh jadi walaupun mereka gatau yaudah gitu ya?// so you don't care</i>
Informant	<i>Iyaa // Yes Sis</i>
Researcher	<i>Terus kalau misalkan ada temen kamu yang bacanya bagus ni, kamutu pengen gak sih kek dia.</i> <i>So.. for example, there is a friend of yours who reads well, you do not want him to do it.</i>
Informant	<i>Pengenlah pastinya karena itu bisa termasuk jadi bakat</i> want to be sure because it can be a talent
Researcher	<i>Kalau membaca dalam bahasa inggris apakah ada kesulitan yang kamu hadapi?</i> If you read in English, is there any difficulty you face?
Informant	<i>Kesulitan itu biasanya gatau kosakatanya</i> Difficulty usually doesn't work out the vocabulary
Researcher	<i>Ketika kamu menemukan kosakata yang susah itu, kamu lanjutin membaca gak sih?</i> When you come across complex vocabulary, do you continue reading or not?
Informant	<i>Kadang kan didikte sama guru kak kalau dikelas, kalau pas baca sendiri ya lanjutin aja bacanya</i> Sometimes dictated by the teacher sis when in class, if you read it yourself, just continue reading. asked
Researcher	<i>Kalau guru kamu nyuruh kalian baca, setelah kalian baca itu.. beliau jelasin gak sih isi teksnya?</i> If your teacher you to read it after you read it. Did he explain what the text was?
Informant	<i>Ya pastilah, artinya, menerjemahkannya kadang bersama-sama gitu</i> Yes, of course, that means translating it sometimes together
Researcher	<i>Ohh kalau bersama-sama berarti ada diskusi ya?</i> Ohh, if together means there is a discussion, right?
Informant	<i>Bukan diskusi juga kak, misalkan teks cause and effect jadi dijelaskan</i> Not a discussion either sis, for example, the cause and effect text was explained by the
Researcher	<i>Ketika guru menjelaskan itu, kamu memperhatikan gak?</i> When the teacher explained that, did you pay attention or not?
Informant	<i>Memperhatikanlah kakk // Pay attention to sis</i>
Researcher	<i>Kenapa?// Why?</i>
Informant	<i>Karena menghargai guru pastinya // Respecting the teacher, Sis</i>
Researcher	<i>Pas kelas offline ataupun online, kamu tu lebih sering membaca pas kapan sih</i> an offline or online class, when do you read more often??
Informants	<i>Offline kak</i>
Researcher	<i>Ooh gitu mungkin Karena lebih dipantau kah? // Ooh maybe because it is more monitored?</i>
Informant	<i>Iya kakk.. / Yes Sis</i>
Researcher	<i>Nah kalau kamu habis membaca sesuatu ni, kamu ada gak sih sharing ke temen-temen kamu apa yang kamu baca gitu?</i> So if you are reading something, do you have to share what you read with your friends?
Informant	<i>Tidak ada sih kak, kan gak ketemu juga jadi kurang enak kalau mau sharing-sharing</i> There are no, sis, I didn't meet it, so it would be uncomfortable if I wanted to share sharing
Researcher	<i>Oo iyaa gitu ya.. baik, kakak rasa sudah cukup interview kita kali ini. Terimakasih yaa ridhho.</i> Oo, yes, I see. Well, I think it's enough for our interview this time. Thank you.
Informant	<i>Iya kak Sama-Sama // Yes, Sis, My pleasure!</i>

No. : 06

Informant Name: Evita Aulia

Date: March 21, 2021

Hours: 09.09

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Selamat pagi Evita, kan sudah setahun ya kita belajar online dari Maret tahun lalu, kakak mau Tanya gimana ni pengalaman belajar evita selama kelas online ini</i> Good morning Evita, it's been a year since we learned online from In March last year, I wanted to ask, how was Evita's learning experience during this online class?
Informant	<i>Kalau dari kekurangan kelebihan nya, lebih banyak kurangnya sih kak. Kalau lebihnya mungkin dari banyak waktu istirahatnya, gak kayak duduk terus dibangku sekolah tapi kalau kekurangannya tu kayak misalnya ada sebagian yang gapunya wifi dirumah dan harus pakai kuota dan itu habisin lumayan banyak kak terus kurang efektif juga belajarnya, karena memang pernah ada kebijakan untuk hidupi kamera tapi cuman beberapa saat aja habis tu ya gak dipantau lagi kak.</i> From the shortcomings, there are more weaknesses, Sis. If the more is maybe from a lot of rest time, it's not like sitting all the time in school. Still, if the drawbacks are like, for example, some have wifi at home and have to use a quota. It runs out quite a lot sis continues to be less effective and learning because there was a policy to turn on the camera, but it's only been a while since it's finished. It's not being monitored anymore, sis.
Researcher	<i>Oh jadi kayak kurang terkontrol gitu yaa, kalau evita sendiri proses belajarnya gimana?</i> Oh, it seems like he is not controlled enough. How about Evita's learning process?
Informant	<i>Sama aja sih kak cuman ya kalau untuk materinya lebih bak offline.</i> It's the same, sis, but the material is more offline.
Researcher	<i>Oh jadi walaupun online kamu tetap going your study ya, seperti baca buku atau mengerjakan tugas. Jadi, gak terlalu menghalangilah ya paling hanya dipenyampaian materinya yaa</i> Oh, so even though you are online, you are still studying, like reading a book or doing assignments. So, don't get in too much of it. At least the material is delivered,
Informant	<i>Iya kadang cuman dikasih pdf atau word gitu kak terus latihan ada guru yang jarang gelatin juga kak langsung kasih soal // Yes, sometimes only a pdf or word is given, sis, continue to practice, some teachers rarely explain sis directly to provide questions to the about</i>
Researcher	<i>Kalau guru bahasa inggris evita gimana?// What about your English teacher?</i>
Informant	<i>Kalau pak ghalih emang jarang meet kak tapi ketika sudah meet itu langsung ke point materinya kak, jadi ya paham gitu // If Mr. Ghalih rarely meets sis, but when he meets, he goes straight to the point of the material Sis, so you understand</i>
Researcher	<i>Okee kakak lanjut yaa, ketika kelas online ini evita suka membaca ga?</i> when in this online class Evita likes to read or not?
Informant	<i>Ga terlalu sih kak, ada genrenya tertentu kalau mau baca</i> Not really sis, there is a certain genre if you want to read
Researcher	<i>Hm kalau sukanya genre apa?// What genre?</i>
Informant	<i>Kayak novel atau buku-buku ilmiah sukak sih kak, cuman bahasanya yang gak terlalu berat gitulah kak</i> Like novels or scientific books, sis, only the language is not too heavy, that's how it is,
Researcher	<i>Buku ilmiah agak sukak ni? // Scientific books are a bit like it?</i>
Informants	<i>Iyaa kak, atau buku pelajaran gitu kak / Yes sis, or textbooks like that, Sis.</i>
Researcher	<i>Mungkin kalau yang kayak menghibur suka jugak? /// Maybe if something is entertaining, do you like it too?</i>
Informant	<i>Sukak si kak // yes I enjoy it Sis</i>
Researcher	<i>Contohnya apa ni?// What are the examples?</i>
Informant	<i>Kayak novel gitu ya kak, novel fiksi.. Evita lebih ke fiksi sih kak</i> Like novels, sis, fiction novels .. Evita is more of a fiction, aEvita
Researcher	<i>Kalau evita sendiri sukak kah baca hal yang baru atau hal yang evita suka?</i> Is it like herself, don't you read anything new or something that Evita likes?
Informant	<i>Duaduanya sih kak // both sis</i>
Researcher	<i>Hmm terus kalau membaca dalam bahasa inggris sukak ga? // Hmm, do you read in English or not?</i>
Informant	<i>Sukak kak // Love it Sis</i>
Researcher	<i>Kenapa?// why??</i>
Informant	<i>Nah kalau kita naik kelas tu kan makin banyak ya kak vocabularynya atau kata yang belum pernah kita dengar sebelumnya, jadi sukak aja gitu kak kalau bahasa inggris</i> Now, if we go to class, there are more vocabulary or words that we've never heard before, so I like that, SisEnglish

Researcher	<i>Ohh jadi lebih buat vocabulary dan pronunciation ya, terus kalau untuk mendapatkan hal baru dari bacaan bahasa inggris gimana?</i> Oh, it's more for vocabulary and pronunciation, then if it's to get new things from English reading, how?
Informant	<i>Sukak kak, biasa dari handphone aja kak internet //I usually just use my cellphone, sis, internet</i>
Researcher	<i>Kalau bahasa inggris kan berbeda ya dari bahasa Indonesia karena bukan bahasa kita ya, kamu ada kesulitan gak dalam baca bacaan bahasa inggris?</i> If English is different from Indonesian because it is not our language, do you have difficulties reading English?
Informant	<i>Iya kak, mungkin biasanya karena kosakata baru nya si kak karena harus ditranslatein lagi</i> Yes, sis, maybe usually because of the new vocabulary, sis, because it has to be translated again
Researcher	<i>Jadi itu berarti tantangan ya dalam membaca bahasa inggris, kamu mau lanjut berarti atau malah berhenti karna ketemu susah nya itu // So that means a challenge in reading English, you want to continue meaningful or even stop because you find it difficult,</i>
Informant	<i>Lanjut sih kak, kalau matematika ketemu yang susah biasanya saya langsung berhenti sih kak dilanjut nanti cuman kalau membaca enggak, saya tetap lanjut</i> It will stop right away, sis, it will be continued later, but if you read or not, I will continue
Researcher	<i>Terus, kalau membaca dalam bahasa inggris biasanya kamu untuk belajar atau membaca untuk kesenangan? //</i> Continue, if you read in English, do you usually study or read for fun?
Informant	<i>Kalau kesenangan kayak novel enggak sih kak // fun like a novel or not a</i>
Researcher	<i>Ooh terus kalau diluar kelas kamu ada membaca bacaan bahasa inggris?</i> Ooh, then if you are outside of class reading English?
Informant	<i>Diluar juga sih kak, kadang artikel gitu cuman kalau novel inggris jarang sih kak</i> Outside to sis, sometimes articles like that only English novels are rare sis
Researcher	<i>Kalau dikelas online kemarin, pak ghalih ada gak kasih tugas membaca?</i> If in the online class yesterday, did you give me a reading assignment?
Informant	<i>Ada kak baru-baru ini ujiannya membaca // There was a recent exam for reading the</i>
Researcher	<i>Itu gimana? // How is that?</i>
Informant	<i>Oh pak galih kasih narrative text terus kayak kita bacain itu didepan pak ghalih, nah pas bacain tu kan biasa ya kak banyak kata-kata baru juga dan salah penyebutannya terus pak ghalih langsung benerin itu sih yang saya sukak kak</i> Oh sir galih love of narrative text continues like us bacain the front of the pack ghalih, well fitting bacain to kan usual ya kak many new words as well and one of penyebutannya continue to pack ghalih directly benerin the heck did I sukak kak
Researcher	<i>Kalau di kelas biasa pas online kemarin, pak ghalih apa ada memberikan tugas membaca?</i> If I was online yesterday, Mr. Ghalih, did you give me a reading assignment in a regular classroom?
Informant	<i>Ada kak, sebelum bapak ngejelasin gimana cara membacanya itu beliau meminta kita secara bergantian membaca teksnya. Nah misalkan kalau ada salah itu bapak benerin dan dijelasin perkata dan arti keseluruhan //</i> Sis, before you explain how to read it, she asks us to take turns reading the text. So, for example, if there is a mistake, you and meanings of the whole
Researcher	<i>Ohh jadi pak ghalih itu lebih kayak nunjuk gitu ya? Atau bertanya ada yang mau bacain?</i> Correct it and explain the words, so Mr. Ghalih is more like pointing, right? Or ask if you want to read?
Informant	<i>Ditunjuk langsung kak // Directly appointed Sis</i>
Researcher	<i>Ohh langsung ditunjuk nama gitu yaa // Ohh was immediately assigned a name, right</i>
Informant	<i>Terus misalkan evita ditunjuk, itu mau gak?</i> So, for example, if Evita was appointed, would that do you want it or not?
Researcher	<i>Mau kak // Yes I will sis</i>
Informant	<i>Maunya kenapa? // Why??</i>
Researcher	<i>Karena disuruh itu kak jadi mau</i> Because I was told to do this, sis, so I want to be an
Informants	<i>Jadi, ketika kamu baca ni dikelas, kamu senang gak sih kalau guru kamu tau kemampuan membaca kamu bagus..</i> So, when you read this in class, would you be happy if your teacher knew your reading ability was good
Researcher	<i>Seneng kakk // happy Sis,</i>
Informant	<i>Kalau sama temen-temen, gimana? Seneng gak? // What about friends? Happy or not?</i>
Researcher	<i>Seneng kakk, jadi kayak mereka gak tau kan mereka nanyak ke saya dan kadang sukak menjawab-jawab pertanyaan mereka // happy sisk, so it seems like they don't know they ask me and sometimes like to answer their questions</i>

Informant	<i>Oh kamu suka bantuin temen berarti ya // Oh you like helping friends means yes</i>
Researcher	<i>Iya kak tapi tergantung topiknya juga kak / Yes sis but it depends on the topic too Sis</i>
Informant	<i>Ohh iyaya, nah kalau dikelas pak ghalih menjelaskan kah isi bacaan yang sudah dibaca? Oh yeah, well, if in class Pak Ghalih explained the content readings that have been read?</i>
Researcher	<i>Iya kak biasanya ngulang yang kami baca terus ada yang salah beliau menjelaskan cara bacanya gini, artinya gini // Yes, sis usually repeats what we read and there is something wrong, he explains how to read it like this, it means this,</i>
Informant	<i>Ohh berarti lebih kek menerjemahkan kah? // Ohh means that you translate more, huh?</i>
Researcher	<i>Iya kak menerjemahkan, ngejelasin isinya sambil menerjemahkan Yes, sis translating, explaining the contents while translating the</i>
Informant	<i>Kalau kek gitu evita paham? // If that's the case, do you understand?</i>
Researcher	<i>Paham kak // Understands Sis,</i>
Informant	<i>Ohh gitu yaa, terus kalau misalkan kamu habis membaca bacaan yang bagus, kamu ada ga sih mau share ke temen kamu? Oh, I see, then if you have read a good reading, do you want to share it with your friends</i>
Researcher	<i>Jarang kak // Rarely Sis</i>
Informant	<i>Kenapa? // Why?</i>
Researcher	<i>karena biasanya kalau pas temen nanyak aja sih kak dan emang kurang suka aj sih kak because usually when my friends ask, sis and I don't like it, Sis.</i>
Informant	<i>Kalau kamu ada gasih membaca buat dapat nilai yang bagus? If you have a hard time reading, can you get good grades?</i>
Researcher	<i>Gak ada sih kak // NoSis,</i>
Informant	<i>Ohh gitu yaa, baik terimakasih evita kakak sudahi interviewnya Ohh I see, well, thank you, Evita, brother for completing the interview</i>
Researcher	<i>Iya kak sama-sama // Yes, Sis, my pleasure!</i>

No. : 07

Informant Name: Fitri Andriana

Date: March 21, 2021

Hours: 10.05

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Interview Material
Researcher	<i>Halo, selamat pagi ipit. Kakak mulai ya, sebelumnya terimakasih sudah bersedia. Pertama, kakak mau Tanya sih tentang kelas online ini. Sejak kapan sih kita sudah kelas online? Hello, good morning ipit. Brother started, yes, before that, thank you for being willing. First, you want to ask about this online class. Since when did we have online courses?</i>
Informant	<i>Dari maret sih kak Kalau gasalah // From March, Sis, if I don't mistake</i>
Researcher	<i>Ih iyaa dari maret yaa, berarti sudah mau setahun yaa kita belajar online gini. Nah, kakak mau Tanya nih gimana pengalaman belajar ipit selama kelas online ini? Yes, from March, that means you already want a year, so we learn online like this. So, I want to ask, how is the IPIT learning experience during this online class?</i>
Informant	<i>Sebenarnya gak masalah sih kak, biasa-biasa aja Cuma kalau pelajarannya banyak yang gak masuk karena kerasa kurang efektif gitu ya kak It's not a problem, sis, just so-so if many lessons don't come in because Sis feels ineffective.</i>
Researcher	<i>Kurang efektif apa karena gak ketemu langsung jadi penjelasannya kurang maksimal gitu? Less effective because I can't find it directly, so the explanation is not optimal?</i>
Informant	<i>Iya kak belum lagi jaringan kan kak putus-putus Yes sis, the network has not yet been broken up.</i>
Researcher	<i>Ohh jadi kalau ipit sendiri ga masalah ya hanya karena hambatan-hambatan itu jadi kurang maksimal belajarnya. Terus kalau dari ipit sendiri itu gimana, walaupun online gini masih semangat gitu belajarnya? // Ohh, so if you are the ipit itself, it is not a problem, just because the obstacles are not optimal in learning. Then what about from IPIT itself, even though it's still online like this, it's still enthusiastic about learning?</i>
Informant	<i>Ada kak, kalau offline tu lebih serius gitu nah kalau online terkesan menyepelkan. Jadi ya gitu benar kaka da penurunan kualitas belajarnya</i>

	There are if you are offline, it is more serious. Now online, it seems underestimated. So that's true, and there has been a decline in the quality of learning
Researcher	<i>Ada ga sih kesulitan yang kamu hadapi saat kelas online ini?</i> Are there any difficulties that you faced during this online class?
Informant	<i>Itu tadi sih kak, contohnya kan ada pelajaran yang benar-benar harus focus contohnya mtk kalau ga diterapin gitu jadi susah sih kak</i> For example, that was sis; for example, a lesson needs to be focused on; for instance, if it's not applied, it becomes difficult, Sis.
Researcher	<i>Okee, kalau dari guru bahasa inggrisnya sendiri gimana?</i> Okee, what about the English teacher?
Informant	<i>Gak terlalu Sulit sih kak // not that difficult, Sis.</i>
Researcher	<i>Oo okeey, lanjutnya yaa kamu suka membaca gak?</i> Oo okay, you continued, do you like reading or not?
Informants	<i>Biasa-biasa aja kak // Just normal Siss</i>
Researcher	<i>Kalau membaca yang buat sekolah gimana? // What about reading for school?</i>
Informant	<i>Tergantung topiknya sih kak // It depends on the topic, Sis</i>
Researcher	<i>Ooh gitu, kalau topiknya menarik kamu mau baca? // Ooh, if the topic is interesting you want to read?</i>
Informant	<i>Mau sih kak // Yes, I will Sis</i>
Researcher	<i>Kamu suka topic yang kayak mana emang? // What kind of topic you prefer?</i>
Informant	<i>Lebih ke fantasi // I prefer to fantasy</i>
Researcher	<i>Kalau sesuatu yang gak kamu tau sebelumnya gimana? // something that you don't know beforehand?</i>
Informant	<i>Lumayan kak // Not bad sis</i>
Researcher	<i>Terus kalau yang bikin kamu penasaran? Kan ada ya bacaan yang bikin penasaran</i> Continue if that makes you curious? Isn't there a reading that intrigues you?
Informant	<i>Iya kakk, kek fantasi tadi itu yaa // Yes sis, that fantasy is</i>
Researcher	<i>Oh iyaa, terus biasanya baca cerita fantasi dari apa?</i> Oh yeah, what do you usually read about fantasy stories from?
Informant	<i>Dari novel // From the book.</i>
Researcher	<i>Nah misalkan kamu lagi baca terus dapat bacaan yang bikin penasaran, kamu sampai lupa waktu gak?</i> So, suppose you are reading and reading something that makes you curious, do you forget the time or not?
Informant	<i>Iya kakk // Yes Sis</i>
Researcher	<i>Kalau lupa waktu gitu biasa kenapa sih? // If you forget the time, what is it?</i>
Informant	<i>Kebawak kakk, karena seolah-olah ada dicerita itu</i> Yes, Sis, because it seems that there is a story being told. it looks like he wants
Researcher	<i>Ohh jadi kayak pengen tau terus gimana kelanjutannya, nah kalau novel gitu biasa dalam bahasa apa?</i> Ohh, soto know what to do, now if a novel is like that in what language?
Informant	<i>Bahasa Indonesia sih kak // Indonesian, Sis.</i>
Researcher	<i>Terus kalau membaca dalam bahasa inggris suka gak? // How about reading in English?</i>
Informant	<i>Kadang suka sih kak, cuman kadang kan gapaham apa kosakatanya jadi susah nangkep maksud ceritanya itu.</i> Sometimes you like it, sis, but sometimes you don't understand what the vocabulary is, so it's hard to grasp the story's meaning.
Researcher	<i>Oh kadang-kadang ya, terus kalau misalkan teksnya ni bahasa inggris tapi topiknya menarik gitu, kamu mau baca? // Oh sometimes yes, then if for example the text is in English but the topic is interesting, would you like to read?</i>
Informant	<i>Masih mau sih kak // Still want to be a</i>
Researcher	<i>Tapi kamu pernah gak sih kalau dapat ilmu baru dari bacaan bahasa inggris</i> But have you ever got new knowledge from reading English.
Informant	<i>Sukak sih kakk // I enjoy it Sis</i>
Researcher	<i>Kamu kalau membaca tu biasanya untuk pelajaran aja atau untuk kesenangan?</i> if you read it, it's usually just for lessons or for fun?
Informant	<i>Kesenangan sih kakk // For Fun Sis</i>
Researcher	<i>Terus kalau tujuan belajar tu gimana? // How about for learning purposes?</i>
Informant	<i>Rada kurang sih kak // lacking, Sis.</i>
Researcher	<i>Nah kalau diluar kelas ni, kamu sering gak sih baca bacaan bahasa inggris?</i> Well, outside of this class, do you often read English?

Informant	<i>Jarang kak // Rarely Sis</i>
Researcher	<i>Terus kalau dikelas itu, kan kelas online ni, guru kamu ada pernah kasih tugas membaca gak?</i> Continue to do in that class, right in this online class. Has your teacher ever give you a reading assignment or not?
Informant	<i>Pernah kak, ujian praktek tu membaca, pak ghalih kasih 3 teks terus kita pilih mana yang mau kita baca dan membacanya di depan pak ghalih</i> Have you, the practical test is reading, Mr. Ghalih gave us three texts, then we choose which one we want to read and read it in front of Pak Ghalih
Researcher	<i>Ohh suka gak tugas yang kayak gitu? / Ohh, do you like a task like that?</i>
Informants	<i>Suka kakk // I enjoy it Sis</i>
Researcher	<i>Kenapa sih? // Why??</i>
Informant	<i>Karena lebih ringan aja sih kak, karena banyak juga tugas yang lain</i> Because it is lighter sis, because there are also many other tasks
Researcher	<i>Ada kesulitan gak kemaren? // Was there any difficulty yesterday?</i>
Informant	<i>Ada sih kak mungkin lebih ke cara bacanya // Yes sis, maybe it's more like reading the</i>
Researcher	<i>Ooh pronounciationnya ya, tapi kan teksnya dikasih duluan kan?</i> Ooh, the pronunciation, yes, but the text was given first, right?
Informant	<i>Iya kak // Yes Sis</i>
Researcher	<i>Nah sebelum kamu ujian, kamu baca dulu gak tu teksnya?</i> So, before you took the exam, did you read the text first?
Informant	<i>Belum kak, karena buru-buru sih karena pas kesekolah kemarin sekalian setor tugas yang lain dan waktu itu ada pak ghalih jadi ya sekalian kak</i> Not yet, sis, because I was in a hurry because when I went to school yesterday, I also deposited another assignment, and at that time, there was Pak Ghalih, so yes, Sis
Researcher	<i>Ooh jadi saat itu juga ya kamu bacanya? // Ooh so right then did you read it?</i>
Informant	<i>Iya kakk // Yes Sis</i>
Researcher	<i>Nah kalau waktu itu kamu ga ketemu pak ghalih ni, kamu mau kasih baca duluan teksnya?</i> If you did not meet Mr. Ghalih, would you like to read the text first?
Informant	<i>Iya mau kak, biar lebih lancar juga nanti bacanya dan biar nilainya juga baik kak</i> Yes, I want sis, so I can read it more smoothly, and I will get good grades too
Researcher	<i>Itukan ujian praktek ya? Kalau di kelas sehari-hari gimana?</i> that a practical exam? How about in everyday class?
Informant	<i>Pak ghalih sering gini sih kak, misalkan ada bab baru ni ada teks pa ghalih sering nyuruh baca juga satu-satu dan diakhir bapak jelasin lagi pronounciation yang salah gimana gitu</i> Mr. Ghalih, often like this, Sis, for example, there is a new chapter, there is a text, I often ask to read it one by one, and at the end, you explain the wrong pronunciation, how about that?
Researcher	<i>Ooohh gitu yaa, terus caranya gimana? Apa beliau Tanya ada yang mau baca atau menunjuk langsung?</i> Oh, so what do you do? Did he ask anyone who wanted to read or point directly?
Informant	<i>Ditunjuk kakk // Appointed Kakk</i>
Researchers	<i>Oo ditunjuk.. jadi langsung ditunjuk nama ya? Kamu pernah ditunjuk gak?</i> Oo appointed the name was immediately fixed, huh? Have you ever been assigned?
Informant	<i>Pernah kakk //Yes, have Sis</i>
Researcher	<i>Terus mau? // Do you willing to read?</i>
Informant	<i>Mau kakk // Yes, I will</i>
Researcher	<i>Oh jadi walaupun online gini masih maulah ya membacanya. Nah misalkan pas kamu baca, terus kamu seneng ga pas guru tu tau kamu membacanya bagus?</i> Oh, so even though it's online like this, I still want to read it. So, for example, when you read it, do you feel happy when the teacher knows you read it well?
Informant	<i>Seneng kakk // Happy Sis</i>
Researcher	<i>Oo iyaa, terus kalau teman-teman tau kalau ipit bacanya bagus, seneng gak?</i> Oo yes, then if you know that your brother reads well, will you be happy or not?
Informant	<i>Senengla kakk // Yes of course Sis</i>
Researcher	<i>Oke lanjut ya, nah misalkan kalian dah selesai membacanya pak ghalih menjelaskan gak isi teksnya?</i> Okay, okay, now, suppose you have finished reading it, Sir Ghalih. Did you explain the contents of the text?
Informant	<i>Jelasin kakk terus diartiin // By explaining then translating Sis</i>

Researcher	<i>Terus pas dijelasin gitu pak ghalih aja apa sama kalian?</i> continue to explain it when you explain it, sir, what do you guys do?
Informants	<i>Kadang pak ghalih juga ada nanyak ke temen-temen kan siapa yang tau arti kosakata ini gitu kak</i> Sometimes Pak Ghalih also asked his friends who knew the meaning of this vocabulary. That's how it was
Researcher	<i>Oh jadi sering juga yaa bertanya sama kalian // Oh so often ask you guys,</i>
Informant	<i>Iya kak, terus kalau gak ada yang tau baru pak ghalih // Yes sis, then if no one knows, then Pak Ghalih</i>
Researcher	<i>Pas pak ghalih menjelaskan tu kamu perhatiin ga?</i> Pas Pak Ghalih explained to you that you paid attention, no?
Informant	<i>Perhatiin kakk, terus misalkan ada kosakata yang gak ipit tau terus ipit tulis di buku</i> Pay attention, sis, then suppose there is a vocabulary that you don't know and you keep writing in the book
Researcher	<i>Jadi walaupun gini ya, masih ada mau yaa nulis2 gitu. Terus kan tadi ipit bilang kalau suka yang fiksi gitu yaa, terus kamu pernah gak sharing gitu ke temen kamu tentang apa yang kamu baca</i> So even if it's like this, there are still those who want to write like that. Then, I said that you never share what you read with your friends if you like fiction.
Informant	<i>Ada kakk, lebih sering kayak tukar pikiran kakk dan kalau online juga jadi jarang juga sih kak.</i> More often, there is sis, like exchanging thoughts sis and online is also rare, sis.
Researcher	<i>Oohh gitu yaa, baik terimakasih ya ipit sudah bersedia menjadi responden interview kali ini. Kakak akhiri</i> Oh, I see, fine. Thank you, Ipit, for being willing to be the interviewee this time. I will end the interview
Informants	<i>Iya kak, sama-sama // Yes Sis, My pleasure!</i>

No. : 08

Informant Name: Carina Azizah

Date: March 27, 2021

Hours: 10.00

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Materi Wawancara
Researcher	<i>Halo Carina, selamat pagi.. terimakasih sudah bersedia diwawancara. Kita sudah kelas online ya carina dari kapan? // Hello Carina, good morning .. thank you for being interviewed. We have been online class, right carina from when?</i>
Informant	<i>Dari kelas 11 semester 2, iya udah setahun kak dari maret</i> From grade 11, semester 2, it's been a year March
Researcher	<i>Ooh iya, kakak mau Tanya sih gimana pengalaman belajar carina selama kelas online ini?</i> Ooh yeah, I want to ask, how was the experience of learning Carina during this online class
Informant	<i>Ada sukanya ada enggakya sih kak, kalau gak sukanya karena enggak bareng temen-temen. Kalau sukanya nyari tugasnya digoogle. // There is a preference or not, sis, if you don't like it because you are not with friends. If you like your job, search on Google</i>
Researcher	<i>Ohh gitu, kalau belajarnya carina gimana? Belajarnya berkurang apa masih tetap semangat?</i> Ohh, I see. How about learning how to do it? Less learning is still enthusiastic?
Informant	<i>Masih tetap semangat sih kak // Still enthusiastic, Sis,</i>
Researcher	<i>Oh iya, kan udah setahun ni, kesulitan yang kamu hadapi gak?</i> Oh yeah, it's been a year, right? Are you facing difficulties or not?
Informant	<i>Bingung juga sih kak jawabnya, dirumah kek kurang paham pelajarannya gitu, kalau disekolah kan diulang gitu ya kak kalau gak paham kalau dionline itu ya gapaham gitu loh kak</i> also confused sis, the answer is, at home, you don't understand the lesson, if you repeat it at school, bro, if you don't understand online, you don't understand, Sis.
Researcher	<i>Apa karena penjelasan gurunya kah? // Is it because of the teacher's explanation?</i>
Informant	<i>Kadangkan kalau disekolah tu bisa Tanya sama kawan kalau gak jelas , nanyak sama guru, nah kalau dikelas online ni agak ragu kalau mau Tanya.</i> Sometimes you can ask friends at school if it's not clear, ask the teacher, so if you are in an online class, I'm a little hesitant if you want to ask.
Researcher	<i>Ohh iya gitu yaa, cuman kalau adaptasi kayaknya kita ga terlalu sulit ya karena kita generasi milenial yang dekat dengan handphone. Nah kakak lanjut ya, kalau carina suka membaca gak?</i> Oh, yeah, it seems like we are not too difficult to adapt because we are the millennial generation close to cellphones. So, brother continue, if Carina likes to read or not?

Informant	50% lah kak, ya kadang mood baca kadang ya gak mood 50% sis, sometimes the mood is read this, not in the mood
Researcher	Nah kalau kelas online gini gimana kamu membacanya? // So how do you read it?
Informants	Berkurang sih kak // decreaseing Siss
Researcher	Oh berkurang, kenapa tu yaa? // Oh less, why is that?
Informant	Karena terlalu banyak liat hape jadi kalau baca tu gak sempet. Kalau mau ujian sempet sih baca buku, Because they see too many cellphones, I don't have to read them. If you want an exam, I do read a book,
Researcher	Terus kalau carina membaca gitu ya, suka gak kayak hal yang baru gitu yang carina gak tau sebelumnya. // Continue to read Carina, yes, like it or not, it's like something new that Carina didn't know beforehand.
Informant	Kalau hal-hal yang baru gitu ya? Yang kek penasaran gitu ya kak? Kalau yang bikin penasaran gitu ya suka lah kak // What about new things? Are you curious? If that makes you curious, is it you?
Researcher	Terus kalau membaca dalam bahasa inggris suka ga? continue to read in English, do you like it or not?
Informant	Gak terlalu suka banget kak // n't really like sis
Researcher	Ohh ga terlalu suka ya, kenapa? // Ohh don't really like it, why?
Informant	Gak tau artinya kak // not know what it means
Researcher	Ooh gak tau artinya, ya iyaa ya soalnya bukan bahasa kita ya. Oke kakak lanjut ya, terus kan carina kurang suka membaca ni, terus kalau untuk kesenangan gimana? Ooh, I don't know what it means, yeah because it's not our language. Okay, brother, continue, right? Carina doesn't like reading, then what about for fun?
Informant	Ada kakk, novel. // There are kakk, novels.
Researcher	Oh novel, sukaknya yang jenis apa? // Oh novel, what kind of likes?
Informant	Suka yang komedi gitu sih kak // Like comedy, Sis.
Researcher	Contohnya apa? // What are the examples?
Informant	Apa ya Lupa kakk // What did you forget ..Sis
Researcher	Ohh mungkin yang kek raditya dika ya, nah kalau membaca untuk pelajaran gimana? Ohh, maybe the one who asked Raditya, so what about reading for lessons?
Informant	Ya kadang kita suka sih, karena ada sih guru yang bilang kita jangan terlalu benci sama pelajaran nanti pintu pengetahuan kita tertutup sama Allah. Yes, sometimes we like it because there are teachers who tell us not to hate the lesson too much, our door to knowledge will be closed with Allah.
Researcher	Oh iyaa, terus kalau diluar kelas carina suka ga sih baca bacaan bahasa inggris gitu? Oh yeah, then if outside of class, do you like reading English reading?
Informant	Ga terlalu banyak sih kak, gak ada bacaannya kak // are not too many, sis, there is no reading, Sis.
Researcher	Kalau didalam kelas guru kamu ada gak kasih tugas membaca gitu? If in your teacher's class, don't you give reading assignments?
Informant	Pernah kak // Yes I have Sis
Researcher	Gimana bentuk tugasnya? // What is the form of the assignment?
Informant	Bentuknya tu kek membaca dihalaman ini terus kalau ada yang salah dibenerin. It takes the form to read on this page if something is wrong to make.
Researcher	Oh kek dikasih tau ya halaman berapa, terus pak ghalih tu kek nunjuk langsung apa kek nanyak dulu ad yang mau bacaiin gitu // Oh, I was told what page was it, then Sir Ghalih, I showed you directly, what do you ask first, if you want to read it,
Informant	Kadang langsung nunjuk gitu kak // Sometimes I point it right away
Researcher	Terus kalau carina ditunjuk, terus mau? // Continue if Carina is appointed, they want to?
Informant	Pernah sih kak waktu itu ditunjuk, terus deg-degan Karena kaget dan aa beberapa kata juga yang salah membacanya. // Sis. At that time, I was appointed, and I was nervous because I was shocked and I also read some words that were wrong.
Researcher	Ohh kek ada yang salah gitu ya, kok carina mau membacanya? Gak nolak aja gitu kan bisa yaa Ohh, there's something wrong with that. How come Carina wants to read it? I don't just refuse, right?
Informant	Kan belajar membaca juga kak // Im learning too Sis
Researcher	Oh iyaa yaa sambil dibenerin sama guru yaa, nah kalau gitu, carina seneng gak kalau guru tau kemampuan membaca carina? // Oh yeah, right, while being corrected by the teacher, well, if that's the case, is Carina happy if the teacher knows the ability to read Carina?
Informant	Gak juga sih kak

Researcher	<i>Ohh gitu ya, terus kalau misalkan temen-teman yang tau, seneng gak?</i>
Informant	<i>Gaak juga kak // Not Sis</i>
Researcher	<i>Oh gak juga yaa, kenapa? // Why?</i>
Informants	<i>Gatau juga ya kak, rasanya ga pengen aja kalau orang lain tau Ohh is that so, so if for example friends who know, are you happy or not</i>
Researcher	<i>Seperti itu ya, baikk.. nah kalau dikelas pak ghalih jelasin gak sih isi teksnyaa gitu? Like that, okay ... now, if in Pak Ghalih's class, do you explain the contents of the text?</i>
Informant	<i>Menjelaskan kakk // Explaining Sis</i>
Researcher	<i>Apa diterjemahin juga? // What does this translate too?</i>
Informant	<i>Diterjemahin juga kok ka // translated too, why did the</i>
Researcher	<i>Oh diterjemahinn juga, nah kalau pas nerjemahin gitu pak ghalih diskusi sama kalian atau pak ghalih aja? Oh, translate it too, so if I did the translating, sir, did it just talk with you, or did you just do it?</i>
Informant	<i>Kadang pak ghalih ngartiin nah terus ada berapa orang yang tau artinya misalkan bilang "oh ini pak". Sometimes Pak Ghalih meant it, so how many people knew what it meant? For example, they said, "oh this, sir</i>
Researcher	<i>Oh Jadi masih diskusi lah ya sama siswa // Oh, so it's still in discussion with the students</i>
Informant	<i>Iya kakk // Yes Sis</i>
Researcher	<i>Terus, carina kan suka membaca yang lucu-lucu yaa, nah selama kelas online ini ada gak baca novel itu?//Continue, carina likes to read funny things, so during this online class, did you read the novel?</i>
Informant	<i>Jarang kakk // Rarely Sis</i>
Researcher	<i>Oh jarang yaa, nah kalau pas carina baca ni, carina ada gak sih sharing ke temen-temen carina tentang yang carina sudah baca // Oh rarely, well, when I read carina, there is carina sharing about carina's friends about what Carina has read</i>
Informant	<i>Kadang berbagi kadang lupa juga ya kakk // Sometimes sharing sometimes forgetting too Sis</i>
Researcher	<i>Oh kadang berbagi lah yaa Terus pas guru menjelaskan, carina memperhatikan ga? Terus belajarnya gimana?// Oh sometimes sharing ok Then when the teacher explains, carina pay attention ga? How do you continue to study?</i>
Informant	<i>Memperhatikan kak, biasanya guru jelasin terus carina tulis dibuku Pay attention sis, usually the teacher continues to explain how to write in thebook</i>
Researcher	<i>Baik, kakak rasa sudah cukup interviewnya. Terimakasih carina Good, you think the interview is enough. Thank you, carina,</i>
Informant	<i>Iya kak sama-sama // Yes Sis, my pleasure!</i>

No. : 09

Informant Name: Muhammad Qodri

Date: March 27, 2021

Hours: 13.21

Place of Interview: Zoom virtual meeting

Interview topics: Reading motivation and teacher strategies

Researcher/ Informant	Materi Wawancara
Researcher	<i>Halo Qodri, Terimakasih ya sudah bersedia diinterview Hello Qodri, Thank you for being willing to be interviewed</i>
Informant	<i>Iya kakk /// Yes Sis</i>
Researcher	<i>Oke langsung kakak mulai ya, nah kita udah setahun ya belajar secara online, gimana ni pengalaman Qodri? Kendalanya mungkin // Okay, let's start right away, now we've been studying online for a year, what about Qodri's experience? The obstacle may be the</i>
Informant	<i>Oh iya kak, ini sih saya tu sering gini kan saya hadir terus tiba-tiba sinyal saya ilang dan keluar jadi dibikin alfa // Oh yes sis, this is what I often do, right? I am present and suddenly my signal disappears and comes out so it is made an alpha</i>
Researcher	<i>Kalau keinginan qodri belajar masih besar ga sih walaupun online? If qodri's desire to learn is still big or not even though online?</i>
Informant	<i>Kalau online ya kak, ops tidak sama sekali kak // Online, sis, not at all ops</i>
Researcher	<i>Kenapa? Padahal kan karena keadaan kita online tu ya apa kamu tidak menyesuaikan apa gimana // Why? Though right for our situation online tu ya what you do not adjust what how</i>
Informant	<i>Yaa sebenarnya enak tu belajar face to face ya kak, kalau menurut qodri sih beda halnya kalau face to face walaupun siswa itu malas tapi ya rasa ingin kesekolah tu ada</i>

	Well, tasty to learn face to face ya kak, if according to Qodri heck the difference is that look to face walaupun students are lazy but yes curiosity to school to no
Researcher	<i>Oh iya juga yaa kalau sudah disekolah ya pasti adalah ya niat untuk memperhatikan guru, nah kalau dionline kurang // Oh yes Also yes, if you are already in school, yes, that is the intention to pay attention to the teacher, now if you are online, there are less</i>
Informant	<i>Ya itu kak kan ga terapantau // Yes, that is not monitoring by the teacher</i>
Researcher	<i>Oke baikk, kakak lanjut yaaa.. qodri suka membaca ga? Okay, okay, brother continues yaaa .. do you like to read?</i>
Informant	<i>Suka kak // Like sis</i>
Researcher	<i>Suka? Biasa membaca apa? // Like? What do you usually read?</i>
Informants	<i>Yang ilmiah kakk, contohnya kayak artikel // scientific, for example, like thearticle</i>
Researcher	<i>Itu dalam bahasa Indonesia kah? // Is it in Indonesian?</i>
Informant	<i>Iya kak // Yes Sis</i>
Researcher	<i>Ooo kalau membaca dalam bahasa inggris suka ga //Ooo, do you like reading in English or not?</i>
Informant	<i>Suka juga kak // Like it too</i>
Researcher	<i>Oh suka juga, terus kalau membaca dalam bahasa inggris sukanya tentang apa? // Oh like it too, then what do you like to read in English?</i>
Informant	<i>Kalau qodri sih lebih suka tentang ilmu pengetahuan kak tentang sains If qodri prefers science, sis about science</i>
Researcher	<i>Berarti qodri suka ya yang dengan hal-hal baru gitu ya? // means that qodri likes new things right?</i>
Informant	<i>Yaa kak // Yes, sis</i>
Researcher	<i>Kalau misalkan bacaannya yang bikin penasaran suka gak? If, for example, reading curious like gak?</i>
Informant	<i>Yang bikin penasaran? Itu tambah suka kak.. kan jadi kepo What makes you curious? That's more like it.. the curious things</i>
Researcher	<i>Ah iya kepo, ooh bahasa sehari-harinya ya kepo ya, kalau kepo jadi baca terus yaa. Itu dalam bahasa inggris gak atau bahasa Indonesia aja? // Ah yes, an ooh in everyday language, ok, if you are curious, then read on. Is that in English or just Indonesian?</i>
Informant	<i>Kalau bahasa inggris tu suka yang diartikel –artikel gitu. If you like English, the articles are like that.</i>
Researcher	<i>Ooh suka ya, bias abaca dibuku atau elektronik gitu misalnya Ooh like it, you canor electronically, for example</i>
Informant	<i>Kalau Qodri sih kak bahasa Indonesia dibuku tapi kalau bahasa inggris mesti di e-book If Qodri is an Indonesian in a book, but in English, it must be in an e-book</i>
Researcher	<i>Oh di e-book juga ya, okehh.. terus kalau qodri kagi baca e-book bahasa inggris. Kan penasaran tu, qodri pernah gak sih sampai lupa waktu gitu? Kek membaca terus gitu karena asik membaca tadi // Oh in an e-book too, okehh ... then when I read qodri again I read the language e-book English. Are you curious, have you ever forgotten the time, Qodri? Kek read on because it was fun reading earlier</i>
Informant	<i>Oh itu pernah kak, kebablasan / Oh that was once sis, thetoo far</i>
Researcher	<i>Oh iyaa bagus sih, karena membaca itu ya sumber ilmu pengetahuan ya. Nah kakak mau tau juga kalau qodri membaca itu lebih untuk kesenangan atau pelajaran doang biasanya? Oh yeah, that's good, because reading is a source of knowledge. So, do you want to know that reading qodri is more for fun or lessons?</i>
Informant	<i>Kalau qodri sih karena membaca itu untuk ilmu pengetahuan yaa, qodri lebih menjadikan membaca itu sebagai media untuk belajar If qodri reads because reading is for science, qodri prefers reading as a medium for learning.</i>
Researcher	<i>Benar-benar, jadi kalau qodri mau tau sesuatu ya dengan membaca itu tadi ya? Kan karena ada ya orang yang mendengarkan video atau mendengar penjelasan guru, kalau qodri lebih dari membaca? // Really, so if qodri wants to know something, read that earlier? Isn't it because there are people who listen to videos or hear teachers' explanations, if qodri is more than reading?</i>
Informant	<i>Qodri jujur kak, kalau belajar dari youtube gitu kurang jadi lebih sukak membaca. Qodri'shonest Sis, if you learn from YouTube, it's less like reading.</i>
Researcher	<i>Oh jadi lebih suka membaca sendiri ya pengetahuannya Oh, so he prefers to read on his own, right?</i>
Informant	<i>Iya kakk / Yes sis,</i>

Researcher	<i>Oh oke, kalau untuk pelajaran, misalkan pelajaran bahasa inggris, qodri itu gak sih membaca dulu materinya yang akan dipelajari?</i> Oh, okay, for lessons, for example, English lessons, qodri, don't you read the material to be studied first?
Informant	<i>Oh kalau dalam membaca bahasa inggris tu qodri, kan ada ya kak teks narrative gitu. Ya qodri tu lebih suka baca sekilas aja Karena menurut qodri itu kak, yang penting di bahasa inggris itu kita paham teksnya aja</i> Oh, if you read English, that's qodri, right? There is a narrative text, right? Yes, I prefer to read at a glance because, according to qodri sis, what is essential in English is that we only understand the text
Researcher	<i>Oh oke kalau diluar kelas itu qodri suka lah ya baca bahasa inggriss?</i> Oh, okay, if outside of class Qadri likes reading English?
Informant	<i>Sukak sih kak, apalagi kallau nengok ditengah jalan gitu iklan bahasa inggris</i> I love it, sis, especially if you look in the middle of the road, that's the English advertisement.
Researcher	<i>Oh okee, gurunya kaan pak ghalih yak an, nah pak ghalih tu apa pernah kasih tugas membaca gitu qodri?</i> Oh, okay, the teacher is Mr. Ghalih, well, sir, have you ever given me the task of reading Qodri?
Informant	<i>Kalau pak ghalih tu lebih menekankan ke pronunciation dan grammar</i> Mr. Ghalih emphasized more on the pronunciation and grammar
Researcher	<i>Oh gitu yaa, kalau tugas membaca gitu gimna? // Oh is that so, how about reading tasks?</i>
Informant	<i>Kalau tugas membaca gitu jarang kak // If the task of reading is so rare, Sis.</i>
Researcher	<i>Kalau misalkan ada dalam bentu apa?/// If there is, in what form?</i>
Informant	<i>Ujian kakk // in the form of test Sis</i>
Researcher	<i>Oh ujian praktek membaca ya? // Oh reading practice exam huh?</i>
Informants	<i>Ha iya kakk // yes Sis</i>
Researcher	<i>Menurut qodri tugas membaca kayak gitu enak gak sih?</i> According to qodri, is the task of reading so good or not?
Informant	<i>Kalau menurut qodri itu sangat dipermudah sih kak. Karena cuman baca doang.</i> According to Qodri, this makes it very easy, sis. Because just read it.
Researcher	<i>Oh iyaya karena cuman praktek ya kan, nah kalau pas dikelas online ni, pak ghalih ada gak sih kasih tugas membaca? // Oh yeah, because it's just a practice right, now if it's in this online class, sir, is there a reading assignment or not?</i>
Informant	<i>Terkadang pakk ghalih tu, disamping menerangkan pak ghalih tu ada teks yang berkaitan dengan pelajaran itu disuruh baca dulu. // Sometimes Pakk Ghalih tu, besides explaining Pak Ghalih Tu, there is a text related to the lesson he is told to read first.</i>
Researcher	<i>Oh gitu, terus kalau dikelas gitu yaa, itu yang membaca muridnya?</i> Oh I see, then when in class, is that the one who reads the murals?
Informant	<i>Haa yang baca itu kami kak muridnya // Haawho read that we are the students'</i>
Researcher	<i>Biasa pak ghalih nunjuk langsung atau bertanya kek "ada yang mau bacain?"</i> Ordinary, Pak Ghalih, pointing directly or asking, "Anyone want to read?"
Informant	<i>Nunjuk langsung bias any / Direct pointing bias any</i>
Researcher	<i>Oo nunjuk langsung, berarti nunjuk nama gitu? Qodri bacain?</i> Oo pointing directly, does that mean? Qodri read?
Informant	<i>Iyaa kakk Yes, Sis,</i>
Researcher	<i>Terus Qodri// Have you ever appointed?</i>
Informant	<i>Oh Pernah kakk // Yes I have ever sis</i>
Researcher	<i>Terus, qodri nerima gak? // do you accept it or not?</i>
Informant	<i>Ya kalau cuman sekedar baca sih, it's okey kak // Yes, if you just read, it's okay Sis.</i>
Researcher	<i>Oh it's okey ya, nah terus kenapa qodri mau membaca? Karena disuruh guru kah?</i> Oh, it's OK, so why does Qodri want to read? Was it because the teacher told you to?
Informant	<i>Sebenarnya sih kak kalau belajar bahasa itu kak, itu bahasanya membaca dulu sih karena kalau ga membaca mau dia speaking atau listening pun dia gak akan paham sih kak</i> Sis, if you learn the language, sis, that's the language to read first because if you don't read, she wants to speak or listen, she won't understand, Sis
Researcher	<i>Oh iyaa karena reading tu inputnya ya, kalau outputnya ya speaking sama writing ya, nah berarti qodri mau ya membaca kalau disuruh, terus ketika qodri membaca tu ya qodri senang gak kalau pak ghalih tu tau kalau qodri tu bagus membacanya atau ga perlu taulah biasa aja.</i> Oh yeah, because reading is the input if the output is speaking and writing, well that means I want to read it if asked to, then when I read it, I am happy if I do not want to be pleased if Mr. Ghalih knows that the qodri is

	good at reading it or there is no need to just be normal
Informant	<i>Kalau qodri sih kak, penilaian orang lain ga terlalu peduli yang penting kita udah melakukan yang terbaik gitu // As for qodri sis, other people's judgments don't really care, the important thing is that we did our best.</i>
Researcher	<i>Oh berarti ga terlalu peduli ya, yang penting dikitanya yak an buat kitanya jug. Berarti kalau teman-teman qodri tau ni kalau qodri membacanya bagus itu kurang kah?</i> Oh, that means you don't care. The important thing is for us too. That means if you know qodri if you read it well, isn't it good?
Informant	<i>Yaa senang ada sih kak tapi yaudah // am happy there, sis but</i>
Researcher	<i>Oo iya, terus kalau kelas online sendiri kan pas pak ghalih suruh, qodri pengen gak sih dapat nilai lebih dari itu? // Yes, Iyes,Oo yes, then if the online class itself is right, Mr. Ghalih told me to, do you want to get more than that?</i>
Informant	<i>Ya siswa pasti mau sih ya // Yes, students will want it,</i>
Researcher	<i>Iya yaa, terus qodri sudah ujian prakteknya? // Yes, then Qodri has already taken the practical exam?</i>
Informant	<i>Alhamdulillah sudah kak // Alhamdulillah, I'm done Sis</i>
Researcher	<i>Aa okey, terus ketika qodri lagi membaca bacaan bahasa inggris ni, ada gak sih kesulitan yang qodri alami? // Aa okey, then when the qodri is reading the English reading, is there any difficulty that the qodri has experienced?</i>
Informant	<i>Ada kak, yang pertama itu ya kosakata yang kedua itu pronounciationnya itu gak tau kita</i> The first is the vocabulary. The second is pronunciation.
Researcher	<i>Ohh iyaa, nah terus pas ketemu kesulitan itu qodri apakah terus berhenti membaca atau tetap lanjut aja gitu?// Ohh yeah, now when I encounter the difficulty, do qodri continue to stop reading or just keep going?</i>
Informants	<i>Qodri cari artinya Baru lanjut // Qodri looks for the meaning, then the continues</i>
Researcher	<i>Ohh gitu ya, jadi kita tuh gak kehilangan informasi dari kalimat sebelumnya ya. Okeyy, nahh masih ditugas membaca, kan kalian yang membaca teksnya ya, setelah membaca teks itu, pak ghalih menjelaskan gak isi teksnya?</i> Oh, I see, so we don't lose the information from the previous sentence. Okay, well, it's still in charge of reading, right? Those of you who read the text, right? After reading the text, Mr. Ghalih explained not the contents of the text?
Informant	<i>Kalau pak ghalih tu iya kak menjelaskan // If Mr. Ghalih, yes sis, explain</i>
Researcher	<i>Oh jelasin yaa, jelasinnya gimana?// Oh please explain, how do you explain?</i>
Informant	<i>Kalau menurut qodri sih kak, karena pak ghalih sastra inggris jadi jelasinnya tu lebih spesifik jadi kamipun lebih paham yang pak ghalih jelasin</i> If, according to Qodri sis, because Mr. Ghalih in English literature, the explanation is more specific, so we also understand better what Mr. Ghalih explained to the
Researcher	<i>Itu grammarnya kah? // Is that the grammar?</i>
Informant	<i>Ya grammarnya juga, sebab kenapa kayak gini gitu juga dijelaskan</i> Yes the grammar too, because why is it like this the also explaining
Researcher	<i>Terus qodri suka kalau dijelaskan kek gitu? /Then do qodri like it when it is explained like that?</i>
Informants	<i>Ya kalau menurut qodri sih kak, pak ghalih itu guru bahasa inggris yang qodri temuin dan menjadi salah satu guru favorit // Yes, according to Qodri Sis, Mr. Ghalih is an English teacher who met and became one of the favorite teachers of the</i>
Researcher	<i>Wii iyaa enak ngajarnya ya, karena beliau mungkin lebih friendly ya? Oh okee, misalkan pas jelasin isi teks itu, pak ghalih apa menerjemahkan teksnya ya itu beliau jelaskan sendiri atau kalian diskusi sama siswanya gitu?</i> Wii, yes, it's good to teach, because he might be friendlier huh? Oh okee, for example when you explain the contents of the text, Mr. Ghalih did you translate the text, did he explain it himself or did you discuss it with the students?
Informant	<i>Kalau gitu kak ya disamping pak ghalih jelaskan, pak ghalih juga nanyak ke kami siapa yang tau gitu // If that's the case, besides Pak Ghalih, explain, Pak Ghalih also asked us who knows thatDoes anyone know</i>
Researcher	<i>Oh nanyak gitu yaa, "Ada yang tau artinya?" // Oh ask questions, "what it means?"</i>
Informant	<i>Ya kak. // Yes, sis.</i>
Researcher	<i>Nah tadikan qodri bilang suka membaca e-book gitu ya kalau bahasa inggris, selama online ini sukak gak sih sharing sama temen apa yang udah qodri baca?</i> So make qodri say you like reading e-books, yes, in English, as long as you are online, you don't like to share with friends what have you read?
Informant	<i>Suka kakk // I enjoy that Sis</i>

Researcher	<i>O sukak yaa, berbagi ilmu, menurut qodri gimana? // O like to share knowledge, what do you think about qodri?</i>
Informant	<i>Menurut qodri ya kak kenapa suka membaca bahasa inggris, karena data bahasa inggris tu lebih akurat dari bahasa Indonesia. Emang pusat sains itu bahasa inggris ya kak jadi lebih meyakinkan gitu informasinya. //</i> According to Qodri, why do you like reading English, because English data is more accurate than Indonesian. Indeed, the science center is in English, sis, so the information is more convincing.
Researcher	<i>Jadi, sukak lah yaa sharing ketemen apa yang udah qodri baca dan berbagi infomasi juga.</i> So you like to share what you have read and shared information too
Informant	<i>Iya gitu kakk // Yes like that Sis</i>
Researcher	<i>Nah kalau qodri bandingin ni, membacanya tu lebih banyak pas kelas offline atau online?</i> So if you compare, the volume of your reading is more in the offline or online class?
Informants	<i>Kalau menurut pribadi sih lebih banyak membaca pas offline kak, karena yang kita tergetin itu adda, sedangkan kalau online tu kan dirumah jadi malas, ngantuk, hapean aja.</i> According to my personal experiences, I read more in offline class Sis because I have a target. Besides online learning, which is at home, I tend to be more lazy, sleepy, or just playing my smartphone
Researcher	<i>Ohh jadi kalau offline lebih punya target sehingga membacanya tu lebih banyak yaa.</i> Oh yes, that's true if offline learning is more targeted, so the amount is more. Okey Qadri, I think enough for our interview. Thank you
Informant	<i>Iya kak sama-sama. // Yes, Sis, my pleasure!</i>

APPENDIX IX. Documentation



Students interview: P4



Students interview: P5



Students interview: P1



Students interview: P2



Students interview: P6



Students interview: P7



Students interview: P8



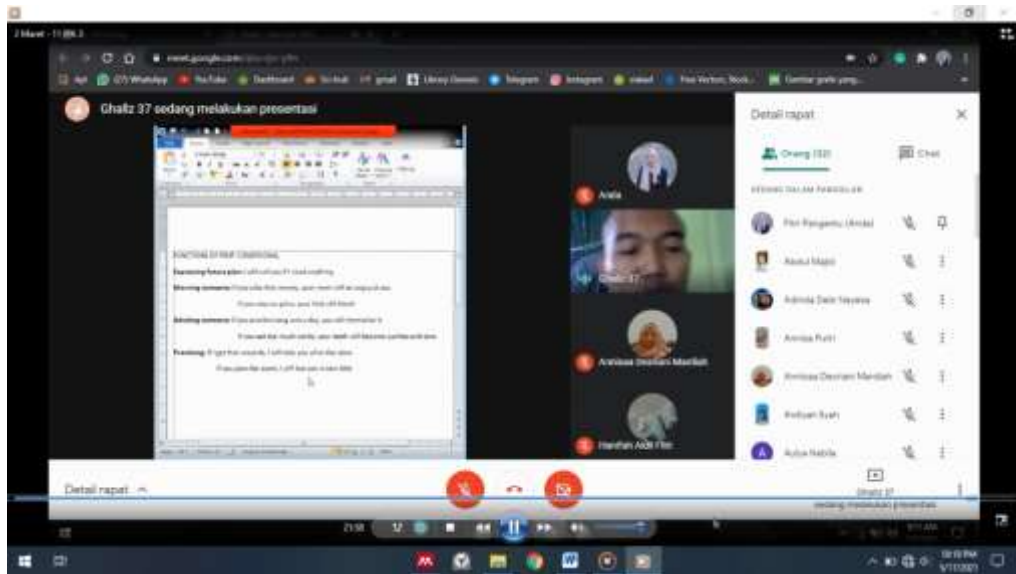
Students interview: P3



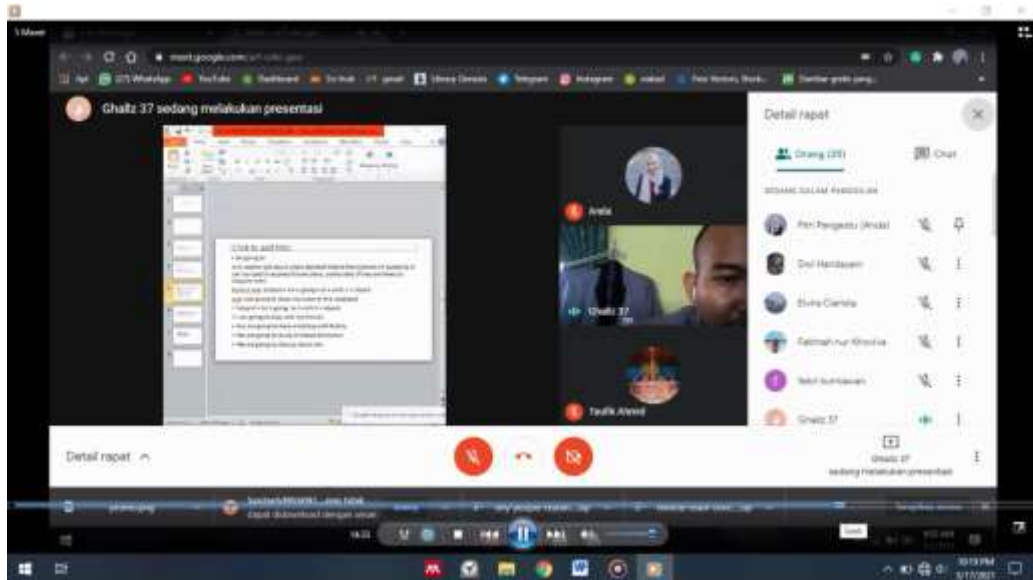
:Students interview P9



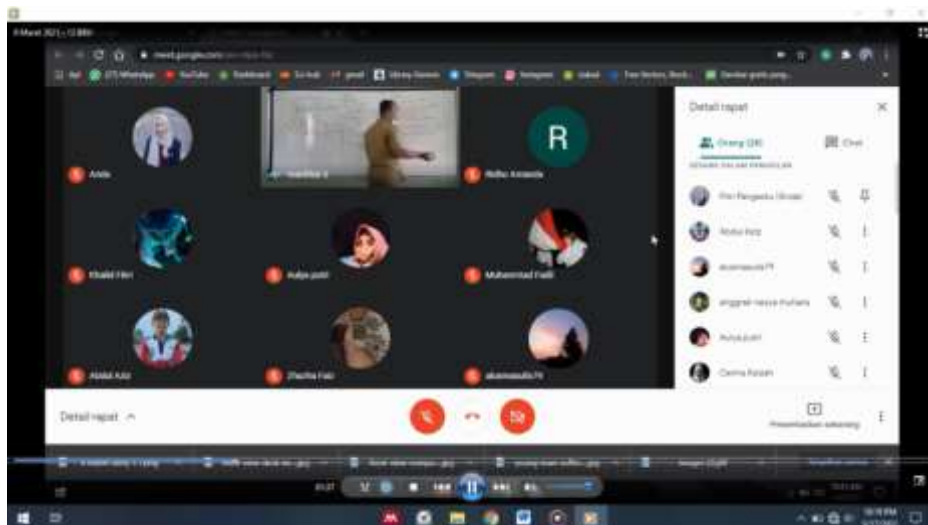
Teacher Interview



Online Class Observation: March, 02nd 2021



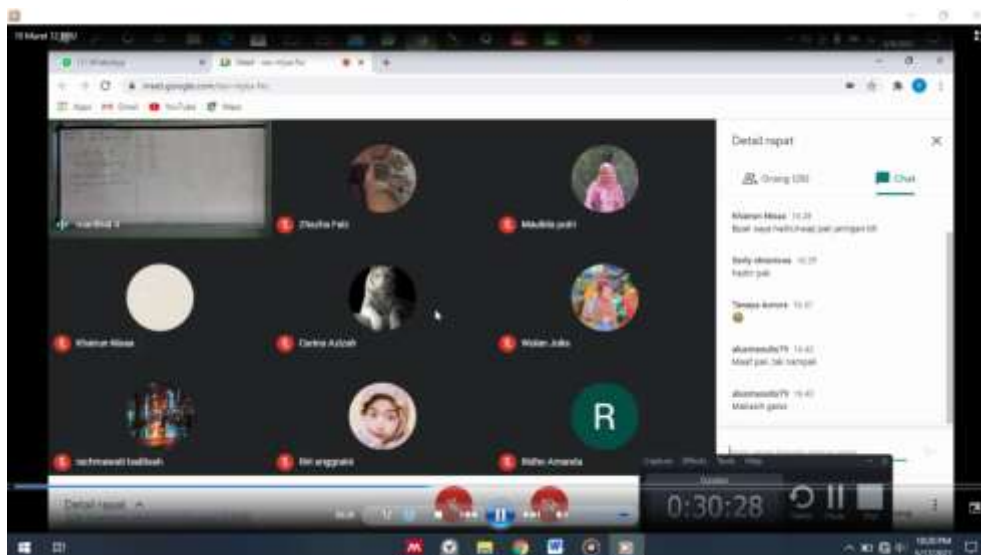
Online Class Observation: March 05th, 2021



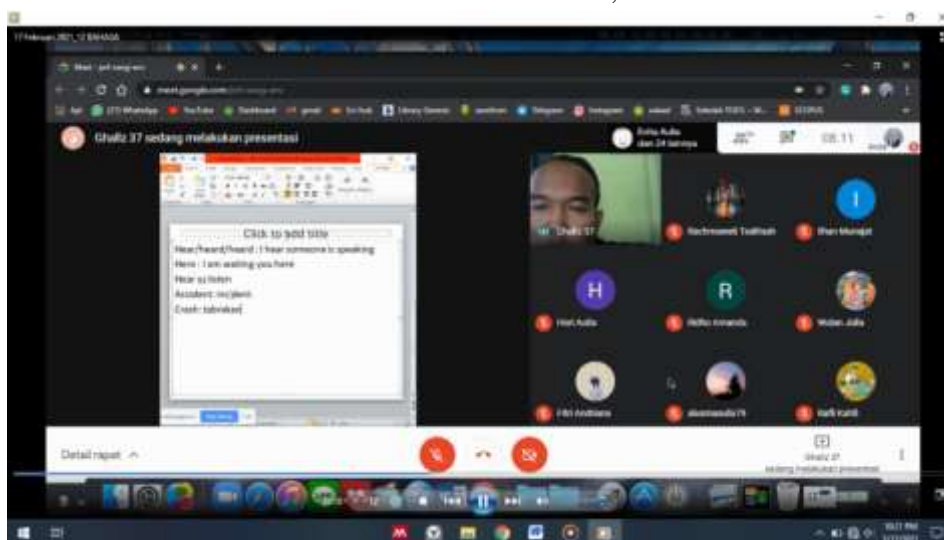
Online Class Observation: March, 08th 2021



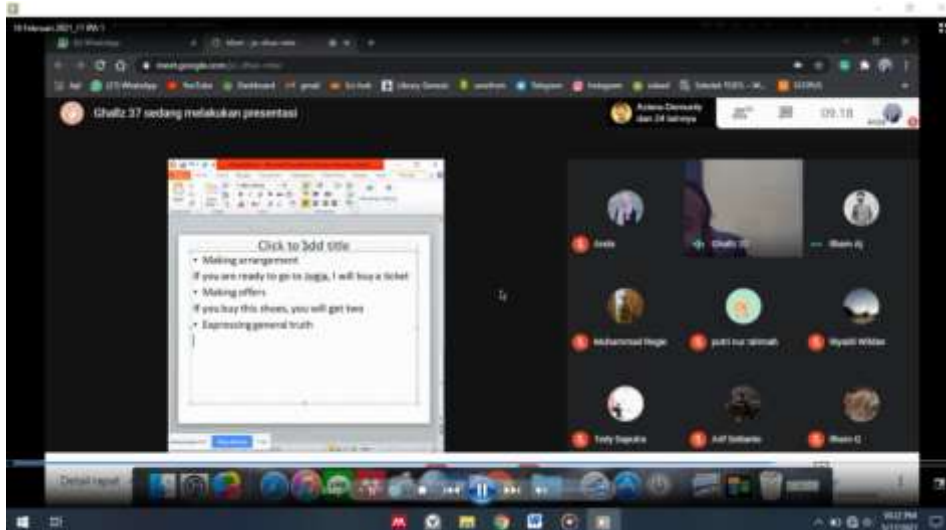
Online Class Observation: March, 09th 2021



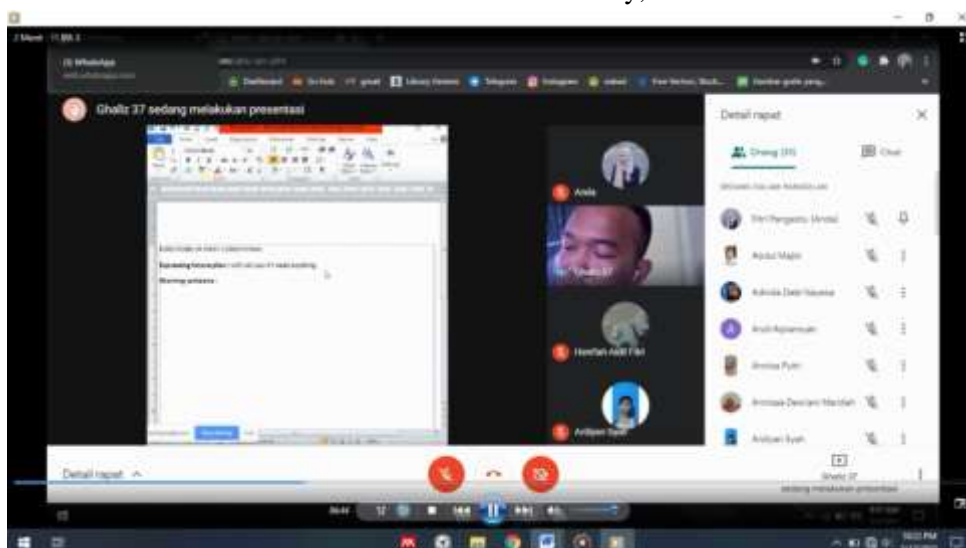
Online Class Observation: March, 10th 2021



Online Class Observation: February, 17th 2021



Online Class Observation: February, 18th 2021



Online Class Observation: March 02nd, 2021

APPENDIX X. Students Identity



Name : Fitri Pangestu Noer Angrainy
Student ID Number : 17180010
Place/date of birth : Magetan, 05 Agustus 1999
Faculty/Department : FITK/ English Education Department
Entry Year : 2017
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Malang, June, 8th 2021
Student,

Fitri Pangestu Noer Angrainy
NIM. 17180010