

CORRELATION OF LECTURERS' PERSONALITY AND STUDENTS' MOTIVATION IN LEARNING READING COURSES AT ENGLISH LANGUAGE UNIVERSITAS NEGERI PADANG

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Abstract

This paper discusses the results of research on empirical descriptions related to three points in *Reading* courses at English Department Universitas Negeri Padang (UNP). The three points studied consist of (1) the personality of the lecturer in the learning process of Reading courses based on the student's perspective; (2) Students' motivation to learn Reading, (3) the correlation between the personality of the lecturer and the students' ultimate motivation in the reading's learning process. This research employed a descriptive method. The population of this research was all students who have studied four different courses in reading at the UNP Padang in English Language Department. The courses are *Reading I*, *Reading II*, *Reading III*, and *Advanced Reading*. This study used total sampling. There are three findings from this study. First, the personality of lecturers in teaching and learning *Reading* courses from the viewpoint of the students were in good category. Second, the students' most motivation in the learning process of *Reading* subjects is also included in the good category. Finally, this study shows that there is no strong correlation between the personality of the lecturer and students' motivation in the learning process of *Reading* courses at English Language UNP Padang.

Keywords: students' motivation, reading, lecturer personality.

Introduction

Lecturer has the duty and responsibility of the complex to the achievement of the goals of education, where s/he does not only required to master the science to be taught and has a set of technical knowledge and skills to teach, but also required to show the personality to be a role model for students. Lecturers must become the role models for students because the personality of the lecturer has a direct and cumulative influence on student behavior. The behaviors that are affected include: study habits, discipline, learning desires and learning motivation. Personality here includes knowledge, skills and attitudes. The personality displayed by lecturers in teaching will be seen, observed and assessed by students so that it arises from the students' perceptions of the personality of the lecturer.

Lecturers must also be able to create situations that can support the development of student learning, including in fostering students' learning motivation. All of this is inseparable from how the lecturer displays his personality abilities in the teaching learning process. This is what is called the lecturer role as a motivator by Makmun (1996: 30). This is also in line with what was stated by Surya (1999: 67) that lecturers who act as motivators will help optimize student learning outcomes.

Lecturer behavior in teaching directly or indirectly has an influence on student learning motivation both positive and negative (Surya, 1996:65). That is, if the personality displayed by the lecturer in the teaching process is in accordance with the expectations of students, then students will be motivated to study well. But the reality shows that often the personality of the lecturer in PBM does not build students' motivation. It is observed in the teaching of Reading in the English Department FBS UNP Padang where researchers also become team members of lecturing the course.

Phenomenon in the field shows that there are still students who exhibit the following behaviors: (1) ditching, coming late, not doing assignments, and being irregular in learning, (2) showing unreasonable attitudes, such as hitching, indifferent, pretending temple, (3) slow in carrying out learning tasks and, (4) showing symptoms of emotions that are less reasonable, such as moody, angry, and easily offended, less happy in situations in the classroom. According to Natawijaya (1988: 22), the four symptoms that were shown were the existence of learning difficulties in students. Learning difficulties are thought to be closely

related to the motivation to learn.

Most studies on reading the focus of effective reading strategies can improve students' reading motivation and understanding. But there is still very limited research on issues of motivation and student interest in reading (Moorman and Ram, 1994). Research on the correlation between lecturer personality and student reading motivation is currently limited.

Gardner (2009) conducted a study of students' achievement motivation with teacher teaching motivation and strategies applied by teaching English in Spain. The results of this study indicate that teachers who have high motivation and apply appropriate strategies can increase learning motivation and achievement of students. Hermawati (2010) has conducted quantitative research on the correlation between the personality of the lecturer and the ability to teach with the learning motivation of the students of the Kutai Husada Midwifery Academy in Tenggarong. The results of these studies indicate a significant correlation between the personality of the lecturer and the ability to teach with student learning motivation. Khodasenas et al. (2013) have examined the role of motivation in developing language skills, especially reading and writing in a second language or foreign language. The conclusion of the results of this study is that motivation has a very influential role in all aspects of language learning.

Risatyah and Mobit (2014) conducted a case study with purposive sampling on prose's reading interest and the factors affect it to the students on fifth semester in English major, UINSIKA Karawang. From the study, it was found that students' reading interest on reading prose in UINSIKA's English major was various, which is high, mid, and low. As for the factors which affect it are respond about the reading, time to read, choosing reading materials, reading skill, and learning style.

In contrast to previous studies that were more focused on one aspect of reading learning (learning motivation or teaching motivation only), this article discusses the correlation between the personality of the lecturer and student motivation in PBM Reading at the English Language and Literature Department at UNP Padang. The purpose of writing this paper is to (1) explain the tendency of the lecturer personality in PBM Reading courses perceived by students; 2) the tendency of student learning motivation in PBM Reading courses ; 3) the relationship between the personality of the lecturer and students' motivation in PBM Reading subject?

Literature Review

1 Lecturer Personality

Mcleod (in Shah, 1995:226) defines personality as a characteristic of someone. Furthermore, from a review of psychology, Reber (in Shah, 1995:226) suggests personality in principle is the arrangement or unity between aspects of mental behavior (thoughts, feelings and so on) with aspects of behavioral behavior (real actions). These aspects are functionally related to an individual, making him behave in a typical and permanent manner. While other experts Kelly (in Surya, 1996: 59) identifies personality as unique individual in interpreting the experiences of his life. Thus we can say that personality characteristic traits psychophysical behavior or spiritual-physical complex of the individual, so that it appears in a behavior that is typical. Similarly, the lecturer as an individual has a number of distinctive characteristics.

Hamalik (2000:34) states that "the personality of the lecturer has a direct, cumulative influence on the life and learning habits of the students." What is meant by personality in here includes knowledge, skills, ideals, attitudes, and also the perceptions that lecturers have about other people. In more details, Hamalik argued a number of characteristics of lecturers favored by students are professors (1) democratic, (2) co-operative, (3) good-natured, (4) patient, (5) fair, (6) consistent, (7) open, (8) helpful, (9) suave, (10) like humor, (11) have a variety of interests, (12) master the subject matter, (13) flexible, (14) put high interest in students.

Wijaya (1994:13-21) argues that "The success of a lecturer in learning process must be supported by his personal abilities." The personal abilities of the lecturer in learning process include the following elements: (1) personal stability and integrity; (2) they are subject to change and renewal; (3) alternative thinking; (4) fair, honest and objective; (5) discipline and carrying out tasks; (6) preserved and diligently work; (7) trying to get the best work; (8) symphatic and attractive, flexible, wise and simple in acting ; (9) open attitude; (10) reactive ; (11) fun.

Shah (1995: 227-230) suggests two personality traits related to the success of the lecturer in cultivating his profession as follows: (1) lecturer cognitive flexibility. Cognitive flexibility (flexibility shutter copyright) is thinking ability followed by simultaneous and adequate actions in certain situations. Lecturer flexible generally characterized by thinking openness and adapt, have durability of the shutter closure copyright premature (too early) in the observation and recognition, critical thinking. In learning process, flexibility of cognitive faculty is comprised of three dimensions, namely: (a) dimensions of personal characteristics lecturer; (b) the cognitive attitude dimension of lecturers towards students; and (c) the dimensions of cognitive attitudes of lecturers on subject matter and teaching methods.

From the explanation above, it can be concluded that the lecturers' personalities are very decisive for the lecturers' order in carrying out their duties. The personality of the lecturer is not only the basis for the lecturer to behave, but will be an example for the students in their development.

2 Teaching and Learning Process

Teaching and Learning Process (PBM) is at the core of the overall education process. In PBM there are activities that are integral (intact integrated) between students who study and lecturers who teach. In the unity of this activity reciprocal interactions occur, namely the relationship between lecturers and students in a teaching atmosphere. This is in accordance with the opinion of Usman (1989:1) which states that "PBM is a process that contains a series of actions by lecturers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals." Teaching, in essence, is a process of organizing, organizing the environment around students so that it can grow and encourage students to carry out the learning process (Sudjana, 2000: 29).

The University organizes teaching and learning activities as a realization of educational goals. The person in charge of PBM activities in the classroom is a lecturer, because the lecturer directly gives the possibility for students to have an effective learning process. This shows that the presence of lecturers in PBM is very important. In addition, the position of lecturers in PBM is equally important. Claife (in Shah, 1995: 253) states "the position of the lecturer as the right holder of authority over the branches of science related to education". In connection with this, the objectives and results that must be achieved by lecturers through PBM is to arouse student learning activities. With student activities it is expected to succeed in changing their own behavior in a more advanced and positive direction.

Lecturers are required to have quality in accordance with the field of duty and its role. The tasks and roles intended are to cover things such as those found by Gagne & Berliner (Makmun, 1990: 19):

- 1) Planners that should prepare for what is done in the PBM (*pre teaching problem*).
- 2) An organizer who must create a lead situation, stimulate, mobilize and direct teaching and learning activities according to the plan. He acts as a *source person (source person)*, consultant.
- 3) Leader, wise in the sense of democratic and humanistic (humanity) during the process (*during teaching problem*).
- 4) Evaluators who must collect, analyze, interpret and finally have to give judgment on the level of success of teaching and learning based on predetermined criteria both regarding aspects of the effectiveness of the process and product qualifications (*output*).

From the explanation above, it is clear that lecturers play a role in creating conditions or situations that are fun and valuable for students. Thus it is expected that students are able to develop optimally manifested in effective learning actions.

3. Learning Motivation

Sardiman (1988:84) suggests there are three functions of motivation: (1) encourage people to act; (2) determine the direction of action; and (4) select actions, namely determining what actions should be done in harmony to achieve the goal, by setting aside actions that are not beneficial for that purpose.

Prayitno (in Sardiman, 1988) said that the function of motivation in PBM is (1) providing optimal conditions for learning to occur; (2) strengthen student learning spirit; (3) raises or inspires students to want to learn; (4) tie the attention of students to want and find and choose the appropriate path/ behavior to support the achievement of learning goals and long-term life goals.

Hamalik (2000:175) states three motivational function: as a impeller, as a director and as a activator:

- 1) Encourage behavior or actions. Without motivation there will be no actions like learning.
- 2) As a director, it means directing actions towards achieving the desired goals.
- 3) As an activator, it means moving one's behavior. The weak strength of motivation will determine the speed or slowness of a job.

The motivation aspect in the whole PBM is very important, because motivation can encourage students to carry out certain activities related to learning activities. Motivation is an impulse that causes an action or action to occur. Learning actions in students occur because of the motivation to do learning actions.

Students in learning should feel the existence of normative psychological needs. Students who are motivated in learning can be seen from behavioral characteristics involving interest, sharpness, attention, concentration, and perseverance. Students who have low motivation in learning show reluctance, get bored quickly and try to avoid learning activities.

It was concluded that motivation determines the level of success or failure of student learning activities. Motivation is one of the factors that determine effective learning.

Yusuf (1992: 25) suggested that to increase student motivation, lecturers have the following roles:

- (1) Creating a learning environment that stimulates students to learn.
- (2) giving reinforcement for behavior that shows motives.
- (3) Creating a classroom environment that can develop the curiosity and hobby of student learning.

Based on the statement above, an effort must be made so that students have high learning motivation so that the students concerned can achieve optimal learning outcomes. With such treatment from the lecturers, students are expected to be able to arouse their learning motivation and of course optimal learning outcomes according to their abilities. Of course to achieve these learning achievements will not be separated from the efforts made by lecturers in providing motivation or encouragement to students in order to increase their learning motivation. Based on the statement above, an effort must be made so that students have high learning motivation so that the students concerned can achieve optimal learning outcomes.

4 Motivation to Learn in the Reading Teaching Context

Hedge (2003) states that all components of English language teaching including at Higher Education lead to reading which can be seen from the following learning objectives:

1. ¾ the ability to read various texts in English. This is a long-term goal expected by lecturers so that their students become independent readers outside the English class.
2. ¾ ability to build language knowledge that will support reading skills.
3. ¾ ability to adapt reading styles for reading needs (such as *skimming* and *scanning*).
4. ¾ development of knowledge and awareness of the written text structure of English.
5. ¾ think critically about the content of the text being studied

Alyousef (2005:143) states that at least there are general components of reading skills and knowledge, namely:

1. Skills to recognize what is read automatically
2. Knowledge of vocabulary and sentence structure
3. Knowledge of discourse
4. Background knowledge about reading material
5. Strategies for evaluating reading material
6. Knowledge and metacognitive skills

Johan (2005) categorizes reading skills in five major groups: (1) *deducing the meaning of words from contexts*; (2) *understanding the forms and meanings of non-idiomatic phrases*; (3) *understanding sentence meaning through syntactical structures*; (4) *understanding and recognizing rhetorical structures*; and (5) *critical reading skills*.

These five reading skills should be owned by students majoring in language. This is needed so that students are able to understand the reading material they are reading. Without sufficient learning motivation, these skills will not be able to be mastered by students.

Reading activities can be grouped into two, namely *intensive reading* and *extensive reading* (Harmer, 2006). An *intensive reading* activity that is *reading* activities with direction or guidance from the instructor. Whereas *extensive reading* is a *reading* activity carried out outside the classroom where students choose their own reading material that they are interested in. Reading activities are related to reading interest. Reading interest is the desire strong accompanied by the efforts of someone to read (Rahim, in Nur, 2012). Furthermore, Pertiwi (2012) states that reading interest is the desire to understand and master reading material to increase self competence. Reading interest is closely related to one's desire to read reading material accompanied by strong will and encouragement and feeling of pleasure.

Hurlock in Pertiwi (2012) argues that interest is a source of motivation that encourages people to do things they like. In other words, reading interest is closely related to reading motivation. The interest in reading someone with other people is not the same. This is because there are certain factors that influence the reading interest. Tarigan (in Pertiwi 2012) states that there are two important factors that influence someone's reading interest. First factor namely time while the second factor is the selection of reading material. Another explanation of the factors that influence reading interest is delivered by Harris and Sipay (1980). According to them, there are two factors that influence someone's reading interest, namely personal and institutional factors. Personal factors come from within themselves, including age, gender, reading ability, attitude, and psychological needs. While institutional factors are factors that come from outside the individual, for example the availability of books (reading material), socio-economic status, and the influence of parents, peers, and teachers. In addition to the factors mentioned above, learning styles are also another factor that

influences reading interest.

Research Methods

The research used quantitative approach, the approach that allows the recording and analysis of data conducted research results in inexact and analyze data that is statistically calculated. The method used in this research is descriptive method, which is a study that aims to describe or explain events or events that are ongoing at the time of research regardless of before and after (Sudjana, 2000: 52). The data obtained is then processed, interpreted and concluded.

The population of this research was all UNP English Department students who have taken classes or *Reading I*, *Reading II*, *Reading III*, and *Advanced Reading* courses. The sampling technique was done by *total sampling*. The characteristics of the respondents who were the samples of this study were as follows:

Table 1. The Characteristics of Respondents by Class

Class	Number of students	Percentage
<i>Reading I</i>	104	28.49%
<i>Reading II</i>	107	29.32%
<i>Reading III</i>	77	21.10%
<i>Advance Reading</i>	77	21.10%
Total	365	100%

Data collection techniques carried out in this study were non - test techniques using an instrument that collected data in the form of questionnaires that revealed data about two things. First, the personality (lecturer personality) in the PBM given to students in this case the lecturer personality characteristics is measured through the perceptions of students who are designed by themselves based on the references referred to in this study . Secondly, the instrumen of students' learning motivation was developed by using learning motivation indicator.

Data analysis techniques in this study used parametric statistic approach when research assumptions were met. If these assumptions were not met, then the data were analyzed by the technique of free distribution or non - parametric. To determine whether or not the statistical assumptions are met, it was done by testing the frequency distribution normality and regression linearity test.

If statistical assumptions are met, then to answer the research questions to be answered by the first and second classifying each variable by using the ideal score percentage for each category. Answer the research question number three, was done by using statistic correlation test.

Research Findings and Discussion

1. The Impact of Lecturers' Personality in Learning Process of Reading Course Experienced by Students

Based on the frequency distribution variables of lecturer personality in *Reading I* course', it was found that the lecturer personality variable showed an average score of 3.78 with a TCR of 75.6%. This shows that *Reading I's* lecturer personality is in good category.

Based on the frequency distribution variables of lecturer personality in *Reading II* course, it was found that the lecturer personality variable showed an average score of 3.91 with TCR 78.3%. This shows that *Reading II's* lecturer personality is in good category.

Based on the frequency distribution variables of lecturer personality in *Reading III* course, it was found that the lecturer personality variable showed an average score of 3.92 with TCR 78.3%. This shows that *Reading III* lecturers' personality is in good category.

Based on the frequency distribution variables of lecturer personality in *Advanced Reading III* course, it was found that the lecturer personality variable showed an average score of 3.46 with a TCR of 69.3%. This shows that the lecturer personality for *Advance Reading* course is in poor category.

Based on the frequency distribution variables of lecturers personality in all *Reading* Courses, it was found that the lecturer personality variable showed an average score of 3.78 with a TCR of 75.6%. This shows that lecturers' personality for all Reading course according to students is in good category.

Based on the results of the analysis, from the indicator points about the personality of the lecturer who

has the highest average score that is equal to 4.08 with a percentage rate of TCR of 81.6% was positioned in the item "Lecturers master the teaching materials". To emphasize, most students feel the lecturer has mastered the teaching material. While the indicators that have the lowest average score are 3.18 with TCR of 63.6% was positioned in the item of "Lecturers explain the material using appropriate teaching aids so students can understand the lesson". This means that students feel that lecturers need to pay more attention in using teaching aids in explaining learning materials.

2. Tendencies of Student Learning Motivation In Learning Process of Reading Course

Based on Frequency Distribution of Student *Reading* Motivation Variables *I*, it was found that the student motivation variable showed an average score of 3.87 with a TCR of 77.4%. This shows that the motivation of *Reading I* students as a whole in the good category.

Based on Frequency Distribution Variables Motivating Students in *Reading II* Learning, it was found that the student motivation variable showed an average score of 3.80 with a TCR of 76.0%. This shows that the motivation of *Reading II* students as a whole in the good category.

Variable Frequency Distribution arkan Berdas Student Motivation *Reading III*, it was found that the student motivation variable showed an average score of 3.61 with a TCR of 72.1%. This shows that the motivation of *Reading III* students as a whole in the good category.

Based on Frequency Distribution Variables Motivating Students in learning *Advance Reading*, it was found that the student motivation variable showed an average score of 3.09 with a TCR of 61.8%. This shows that the motivation of *Advance Reading* students as a whole in the bad category.

Based on Frequency Distribution of Variables Motivating Students in Learning *Reading* Courses in General, it was found that the student motivation variable showed an average score of 3.63 with a TCR of 72.6%. This shows that student motivation overall in the good category.

Based on the results of the analysis, from the item indicators regarding the motivation of students who have the highest average score of 4.42 with a TCR percentage of 88.3%, namely the item "I try to always be present in class". That is, students are always enthusiastic and motivated to be present in the class despite obstacles. While the indicator that has the lowest average score is 3.03 with TCR of 60.7%, which is the item "To better understand the material, I took the time to study at home before studying it deeper in class". This means that the motivation of students to study in their respective homes is still very lacking and needs to be grown.

3. The Relationship Between the Nature (Lecturer Personality) and Students' Learning Motivation in The Teaching and Learning Process of Reading Subjects

Based on the Frequency Distribution of Maternal Head Variables Lecturers in Teaching *Reading* Courses in General, it was found that the Lecturer Personality variable showed an average score of 3.78 with a TCR of 75.6%. The findings of this study indicate that the tendency of the personality (personality) of the lecturer in teaching *Reading* courses (which consists of *Reading I*, *Reading II*, *Reading III* and *Advanced Reading*) at Padang State University in the good category.

Based on Frequency Distribution el Variations Motivate Students in Learning *Reading* Courses in General, it was found that the student motivation variable showed an average score of 3.63 with a TCR of 72.6%. The findings of this study indicate that students' motivation in learning *Reading* courses (which consists of *Reading I*, *Reading II*, *Reading III* and *Advanced Reading*) at Padang State University are also in the good category.

Regression test results such as showing the value of R Square 0.392. This means that the variable contribution of Personality to the Motivation variable is 39.20%, while 60.80% is determined by other factors. The Anova test results show F hit values 233,663 with Sig. 0,000 <0,05. This means that Personality variables can explain the Motivation variable significantly. The coefficient test results show a Constant Value of 8.340. That is, without the influence of Personality variables, the value of the Motivation variable scale is 8.340. The coefficient test results above also indicate that there is a regression coefficient of 0.493 with a t count of 15.286 in sig. 0,000 <0,05. This means that each increase of 1 unit of personality will increase 0.493 units of motivation, with an estimation model $i Y = 8.340 + 0.493 X$

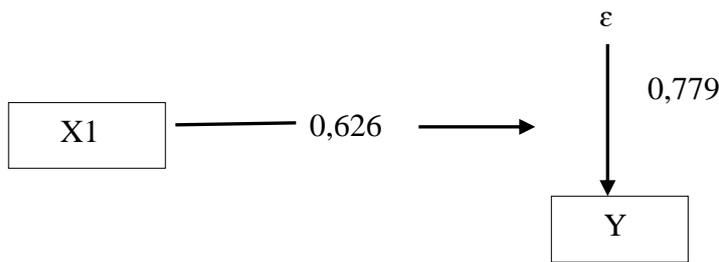


Figure1. Image of Regression Structure

To determine the effect of other variables ($PY\epsilon$) on the dependent variable that is not included in the model, the formula is used:

$$\begin{aligned} Py\epsilon &= (\sqrt{1 - R^2} yX1) \\ &= (\sqrt{1 - 0,392}) \\ &= 0.779 \end{aligned}$$

So, the effect of another variable on Y is 0.779.

The calculation of the direct and indirect effects of the causal variables on the resulting variables is 39.18% which can be seen in the following calculations :

Direct Effect of Personality (X), on Motivation (Y)

Y	X	Y	=	Pyx. Pyx
			=	0.626 x 0.626
			=	0.3918 or 39.18%

Based on the results of the regression test which shows the value of R Square 0.392, it can be seen that the variable contribution of the Personality to the Motivation variable is 39.20%, while 60.80% is determined by other factors. That is, the relationship of character (personality) is not strong against students' learning motivation in the teaching and learning process of Reading courses.

In general, personality is owned lecturer Reading in the Department of English Language and Literature FBS UNP in accordance with the personality suggested by Mahadi and Jafari (2012: 235) for the teaching of language, which is to motivate language learners, there are seven important things that need to be owned by language teachers.

First, the language teacher should teach and instruct according to the level of each student. In the sense that, initially, the teacher must identify and be aware of the placement of each student. Second, language students do not have to be approached or blamed, or even ridiculed for not doing their homework, to make mistakes in pronunciation, or are hesitant to answer questions and so on. Third, teachers must identify, understand, and understand learners' language social, cultural, economic, and sentimental features and backgrounds in order to be able to help them and so language learners have a clear picture of themselves and respect their own character. Fourth, instructors must be good to their language learners and love them when they become friends with them. This is important and important especially at the initial level and is primarily learning that learners of languages are vulnerable, vulnerable, and sensitive, and they need the love and affection of their teacher. Fifth, language teachers must admire, respect, and respect the differences in language learners and they must never contrast language learners with each other. Sixth, language teachers need to promote learning, knowledge, curiosity, and curiosity in the language class and trying to uphold and preserve their motivation. Seventh, language teachers must remember that second learning or foreign language means that students must also exploit and utilize social skills and not just learn the rules of grammar.

Conclusion

Based on the research findings, it is known that the nature or personality of the lecturer in the teaching and learning process of *Reading* subject felt by students is in a good category, with an average score of 3.78 or TCR 75.6%. According to students, lecturers mastered the lecture material taught, but they felt that lecturers were still very lacking in using teaching aids in explaining material.

The findings of this study also show that students' learning motivation in the teaching and learning process of *Reading* subject is in a good category, the average score is 3.63 or TCR 72.6%. In this case,

students are always enthusiastic and motivated to be present in the class even though they are constrained by various obstacles. However, the motivation of students to study *Reading* in their homes is still very lacking and needs to be grown.

Based on regression test result, it showed that R Square 0,392, it can be seen that the contribution of personality variables to variable Motivation is 39.20%, while 60.80% is determined by other factors. That is, the relationship of character (personality) is not strong against students' learning motivation in the teaching and learning process of *Reading* courses .

Because the results of this study have shown that the nature (personality) of the lecturer does not have a strong relationship with student motivation in learning *Reading*, it is recommended for other researchers to examine other aspects that determine student motivation in learning *Reading*. In addition, the results of this study only apply to *Reading* subjects, it is recommended that other researchers conduct research on the relationship of the nature (personality) of lecturers to students' learning motivation in learning other subjects.

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