

The Effects of Instructional Approaches and Motivation on Students' Reading Comprehension at MTS's Amal Shaleh Simalingkar

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Abstract

Reading comprehension is a fundamental skill that serves as the foundation for effective learning and intellectual growth. GSSR's comprehensive approach extends beyond the classroom, fostering a lifelong appreciation for reading. A significant area of focus in educational psychology is the relationship between motivation and reading comprehension. This relationship has been shown to influence student engagement, perseverance, and, ultimately, academic achievement. The objective of this study was to ascertain whether the GSSR approach is more effective than the non-GSR treatment. Additionally, the study aimed to determine whether students with high levels of motivation demonstrate superior reading comprehension skills compared to those who are less motivated. Finally, the study sought to investigate whether there is a relationship between teaching the GSSR approach versus the conventional approach and the level of motivation on students' reading comprehension. This study employed a quantitative research design. The study was conducted at MTS Amal Saleh. The study sample consisted of 62 students from grades 8A, 8B, and 8C. The data analysis employed descriptive analysis, the Wilcoxon test, and the N-gain Score test. The findings indicated that the GSSR approach was more effective than the conventional method in enhancing students' reading comprehension. The success rate for the former was 55%, while the latter was 81.81%. Additionally, the students' mean scores were 70.25 and 77.75, respectively, for classes 8B and 8C. The enhancement of students' reading comprehension with high motivation yields superior outcomes compared to the improvement of students' reading comprehension with low motivation. This was demonstrated by the fact that the GSSR + Motivation method resulted in a 76.81% increase in the pass rate and a 38.44-point increase in the average score.

Keywords: GSSR, Motivation, Reading Comprehension, N-gain

I. INTRODUCTION

Reading comprehension is an important ability that serves as the foundation for effective learning and intellectual growth in student. Understanding texts enables students to not only absorb knowledge, but also evaluate, interpret, and link previously taught concepts. In this writing, we will look at the importance of reading comprehension in the context of learning and students' intellectual development. First and foremost, reading comprehension serves as a firm basis for the learning process.

Students with a thorough grasp of texts may access information offered in a variety of media, such as textbooks, articles, and course materials. This is critical since learning occurs not just in the classroom, but also via independent reading and study. When students have good reading and comprehension abilities, they can successfully explore and learn from a variety of resources. Furthermore, reading comprehension allows students to retrieve accurate information. This involves the capacity to locate data, understand major concepts, and recognize supporting details. With this talent, students can comprehend the substance of the texts they read, broadening their comprehension of the issues under study.

Furthermore, reading comprehension enables students to evaluate the substance of texts. They can assess the arguments offered, recognize text structures, and comprehend the author's intent and message. This helps students develop critical thinking abilities, which are necessary for processing complicated material and reaching evidence-based decisions. Furthermore, reading comprehension enables students to connect the topics they acquire to past knowledge. This allows them to have a better comprehension of the things being studied and make connections between various concepts. Thus, reading comprehension allows students to not only absorb isolated chunks of information, but also to integrate and broaden their total knowledge base.

Furthermore, reading comprehension plays an important role in the development of students' critical thinking skills. Through text analysis and assessment, students learn to analyze material, generate evidence-based conclusions, and critique offered arguments. These critical thinking abilities are essential for preparing students to face academic and professional problems in the future. Mpofu and Mavambe (2023:352) in their research *Teachers' Self-Reported Instructional Practices for Reading Comprehension Instruction to Non-Readers* stated : (Mpofu & Mavambe, 2023)

"The participants recommended reading aloud, the phonic method, prediction, summarisation and skimming and scanning as traditional strategies for teaching reading comprehension to non-readers. Most importantly, they strongly believed that teachers' beliefs and expertise enabled them to reflect on their teaching, identifying texts and pedagogical activities that were in line with non-readers' level of literacy development. Above all, appropriate teaching strategies that incorporate schema theory, reflective practice, and teachers' expertise, work collectively in improving non-readers' competency in reading comprehension".

Based on this research, reading comprehension helps children strengthen their literacy abilities overall. Students learn new vocabulary and linguistic structures by reading and comprehending a variety of books on a regular basis. This improves their capacity to communicate effectively, both vocally and in writing, which is a necessary skill in many facets of life.

Educators use a variety of instructional techniques in the classroom, particularly when teaching reading comprehension, to accommodate students' varying requirements and learning styles. These techniques include guided reading, self-selected reading, and a combination of the two. This writing goes into the complexities of each strategy and how they affect students' comprehension skills and motivation to read. Guided reading is a structured strategy in which teachers offer explicit teaching and support to small groups of students while they read books appropriate for their instructional level. The instructor chooses appropriate books and helps students with reading methods, comprehension skills, and vocabulary growth.

This strategy allows instructors to scaffold students' learning, progressively reducing responsibilities as students improve their reading skills. Guided reading creates a supportive atmosphere in which students may practice and apply reading skills with the assistance of their instructor, resulting in increased comprehension and confidence. Self-selected reading, on the other hand, allows students to pick reading materials based on their own unique interests, preferences, and reading levels.

This method stresses student autonomy and intrinsic motivation in reading. Self-selected reading encourages student involvement and pleasure of reading activities by allowing them to choose books that are relevant to their interests. Students are more likely to devote time and effort to reading when they are really interested in the subject matter, resulting in increased understanding and a good attitude toward reading. According to Paulson (2006:52) "reading for enjoyment, with all its implementation challenges, is key to the goal of creating life-long readers at the college level". (Paulson, 2006)

Another equally important study in improving students' vocabulary acquisition and comprehension through reading is the research on "Sustained Silent Reading" and "Extensive Reading Programs," which has shown that these programs have a moderate to strong effect on vocabulary development and reading comprehension compared to traditional instruction. Self-selected reading is the kind of reading we do because we want to. SSR means allowing students to read whatever they want to read in school (within reason) for a short time each day, usually 10–15 minutes. (Krashen., 2017). Permatasari and Wienanda (2023:229) in their research *Extensive Reading in Improving Reading Motivation: A Students' Perspective* stated : (Permatasari & Wienanda, 2023)

"Extensive reading experiences and structured reading programs can significantly enhance students' reading motivation, efficacy, and engagement in reading activities. The evidence provided in this discussion aligns with previous research, indicating that when students are exposed to reading materials that are engaging, relevant to their interests, and offered in a structured program, they are more likely to develop a love for reading, which can lead to improved academic and personal growth. By providing students with a wide range of reading materials and activities to choose from, increasing the likelihood of finding material that resonates with their interests, teachers can help cultivate a love of reading in their students".

Based on this research we know that students' motivation, effectiveness, and engagement in reading are greatly increased by extensive reading experiences and organized programs. Students develop a love of reading and achieve both academic and personal progress when they are exposed to interesting materials that are in line with their interests within a disassembled framework. Having a large selection of resources makes it more likely that students will discover something they can relate to, which promotes active reading. The development of a love of reading through organized programs enhances kids' academic performance and personal growth in the long run.

Furthermore, some instructors use a blend of guided and self-selected reading to enjoy the benefits of both methods. In this hybrid method, teachers use guided reading sessions to give targeted teaching and assistance, while simultaneously giving time for self-selected reading activities in which students choose their own reading materials. This balanced approach builds on the benefits of each technique while responding to individuals' specific requirements and preferences. It promotes a comprehensive approach to reading education, covering both the instructional and motivating components of reading comprehension. The educational style used can have a major impact on students' comprehension and motivation to read.

Guided reading provides systematic guidance and targeted teaching, helping students improve their comprehension abilities and gain confidence as readers. Self-selected reading fosters autonomy and intrinsic drive, resulting in greater engagement and enjoyment of reading. By integrating these techniques, educators may create a dynamic and inclusive learning environment that develops students' reading skills while instilling a love of reading. In the field of education, the method to teaching reading comprehension has developed to incorporate a mix of student autonomy and instructor assistance. One such strategy that is gaining popularity is Guided Self-Selected Reading (GSSR).

Another study that aligns with the concept of extensive reading found an exceptionally effective and worthy approach that does not impose pressure or burden on readers, even in challenging situations. This is due to the voluntary selection of graded reading materials, ranging from easy to difficult, based on each student's language proficiency. Furthermore, in line with this, it has been found that reading for pleasure and voluntarily is six times faster than direct instruction programs in enhancing vocabulary growth and other skills such as writing and speaking fluently.

According to Mason (2019:448) "During this pre-instructional approach stage, books are selected beforehand by the teacher. The teacher's selection of books is based on their experience in knowing which books will be both engaging and easily understood by students". She also added that based on experience, many students are unsure which books to choose and at what level when first introduced to this reading instruction program, so they require guidance and advice. (Mason, 2019)

At its foundation, GSSR promotes student empowerment by allowing them to select reading materials based on their unique interests and levels of skill. This autonomy instills in kids a sense of ownership and passion for their reading experiences. However, what distinguishes GSSR is the teacher's critical role in offering direction and assistance throughout the process. The symbiotic link between student autonomy and teacher direction is the foundation of GSSR. Students exercise their agency by choosing reading materials that are relevant to their interests and preferences. Students are encouraged to pursue their interests, whether it is in historical fiction, scientific discoveries, or magical places. This inner incentive drives their interest and investment in the reading experience.

However, despite the freedom of choice, the instructor plays an important role as a facilitator and mentor. The instructor, armed with pedagogical skills, advises students on how to pick acceptable texts, navigate challenging passages, and use comprehension tactics. Teachers use scaffolded education to support students' knowledge and interpretation of texts. This individualized approach guarantees that students receive specialized assistance that addresses their specific requirements and concerns.

Motivation is a fundamental component of education, serving as a motivator for successful learning and academic accomplishment. It is the driving force behind students' involvement, perseverance, and eagerness to dive into the complexities of education. In this writing, we will look at motivation's varied function in the learning process, with a focus on how it affects students' engagement and understanding, particularly while reading. At its core, motivation refers to the internal and environmental elements that drive people to pursue and continue in their educational pursuits. While external prizes and recognition are important, intrinsic motivation stems from personal interest, curiosity, and a genuine want to learn. Students that are intrinsically motivated are driven by a genuine desire to learn and comprehend, rather than by extrinsic rewards or demands.

In the field of reading comprehension, intrinsic motivation emerges as a powerful factor that shapes students' attitudes and behaviors toward reading. Intrinsically motivated students have a real interest in investigating texts, driven by a desire to comprehend, evaluate, and draw meaning from the written word. They see reading as an enjoyable and intellectually stimulating hobby, rather than a necessary scholastic need. The intrinsic drive to learn has a significant impact on student participation in the learning process. Motivated students are more likely to actively participate in reading activities, excitedly immerse themselves in difficult books, and persevere in the face of challenges or failures. Their inner drive fosters a feeling of curiosity and inquiry, motivating people to seek new knowledge and get a better comprehension of complicated subjects.

According to Pemasari and Wienanda (2023:220): ".....extensive reading practice helps students improving their reading motivation in general, through enjoyment on familiar subjects, reading efficacy, as well as engagement on new topics". Furthermore, intrinsic drive promotes deeper learning and retention of knowledge. Students who are really engaged and invested in the subject matter are more likely to digest the content in depth, making connections, asking questions, and drawing conclusions.

This active interaction helps students build meaningful knowledge structures, allowing them to internalize and apply what they've learned. Furthermore, intrinsic drive promotes self-regulated learning. Motivated students take the initiative and responsibility for their own learning, setting objectives, tracking their progress, and using successful learning practices. They have a growth mentality, perceiving problems as chances for development and seeing effort as a means to mastery.

Finally, motivation is critical in molding students' involvement and understanding in the learning process, especially when it comes to reading. Intrinsically motivated students are driven by a real desire to learn, which fuels their active involvement, profound knowledge, and self-regulated learning habits. As educators, we must promote and nurture intrinsic motivation in our students, instilling a love of learning that extends beyond the classroom and paves the path for lifelong intellectual growth and pleasure.

Guided Self-Selected Reading (GSSR) is an innovative method to reading education that combines student autonomy with instructor assistance. This writing digs into the complex link between GSSR and motivation, emphasizing how student choice may feed intrinsic motivation and promote a greater commitment to studying the material. The notion of allowing students to take control of their reading experiences by picking books that align with their interests, preferences, and skill levels is central to GSSR practice.

By allowing children to choose their own reading materials, GSSR fosters a sense of ownership and involvement in the reading experience. Students no longer see reading as a passive activity imposed by external forces, but rather as a chance for inquiry, discovery, and personal progress. Making meaningful choices empowers students, instilling a feeling of intrinsic desire. Intrinsic motivation emerges from inside the individual, motivated by a real interest in the work at hand rather than external

rewards or incentives. When students have the opportunity to choose reading materials that are relevant to their interests and curiosity, they are more likely to approach the job with excitement, engagement, and a real desire to comprehend the book.

According to Mason (2019:446) in her research *Guided SSR before Self-Selected Reading*: "The goal of the reading program is not limited to highly motivated students, but to help every student increase their English competence through reading to the point where once they graduate or finish the program, they can continue to improve and grow on their own". This means that the reading program's objective is to help all students improve their English reading skills, rather than only those who are highly motivated. The goal is for students to be able to continue developing and evolving on their own once they graduate or finish the program. (Mason, 2019)

This suggests that the goal of the reading program is to enable each student to become a proficient reader who can continue to study and grow in English even after they leave the traditional classroom. This writing digs into the intricacies of GSSR, explaining its technique, advantages, and influence on students' reading comprehension. GSSR combines the core of two seemingly different ideas: student-selected reading and teacher-guided teaching. "Where students begin at the lowest level of graded readers in a GSSR curriculum. This guarantees stress-free, successful reading on the first day. The 200-headword level Penguin graded readers are the one I use.

On the first day of the program, I have seen that many older students (junior high school to senior citizens) who have little experience reading in English can read a graded reader at this level in 10 to 30 minutes in one sitting. Individuals who can read a book with 200 words or more in 10 minutes have the potential to advance quickly, while those who find it difficult to read and need 30 minutes to finish a book at this level will go more slowly and should be recommended to read something easier to difficult". (Mason, 2019)

Furthermore, According to Mason (2019:446): "One of the primary goals for teachers is to help students discover captivating reading material, often in book form, that is so engaging that the reader forgets it's written in a foreign language. Encouraging self-selected reading is the best method to ensure this happens". Based on this statement GSSR promotes differentiation and tailored learning. Students with various reading skills and interests are served by a wide range of reading resources. This flexibility meets the different requirements of students, allowing each person to proceed at their own speed and discover materials that are relevant to their interests and talents. (Mason, 2019)

The comprehensive approach of GSSR goes beyond the classroom, instilling a lifelong love of reading. By letting students to choose their own reading materials, GSSR fosters independent reading and critical thinking practices. Furthermore, instructors' assistance provides students with key comprehension skills and methods, allowing them to confidently and proficiently traverse a diverse range of texts.

Guided Self-Selected Reading (GSSR) reflects a paradigm change in reading education, balancing student autonomy with instructor assistance. By combining choice with scaffolded education, GSSR prepares students to be discerning readers, critical thinkers, and lifelong learners. As instructors continue to embrace new techniques such as GSSR, they pave the path for a generation of kids who have the skills and enthusiasm for reading to excel beyond the classroom.

Furthermore, the sense of control provided by GSSR increases students' sense of agency and self-efficacy in their reading skills. When students have the freedom to choose what they read, they see themselves as active participants in their learning process, capable of making informed judgments and navigating the text's intricacies. This perception of expertise and mastery creates a positive feedback loop, which boosts students' confidence and willingness to tackle more difficult books. Additionally, because GSSR is individualized, students are able to create deep connections between the readings they are assigned and their own interests, experiences, and goals.

When students immerse themselves in texts that are relevant to their life, they are more likely to acquire a profound curiosity and emotional commitment in the subject. This emotional connection boosts intrinsic motivation, encouraging students to dive deeper into the material, ask probing questions, and seek solutions. Fundamentally, GSSR and motivation have a symbiotic connection in which they both strengthen and magnify one another. By giving students power over their reading choices, GSSR sparks intrinsic drive, motivating students to deeper engagement, commitment, and comprehension of the book. When educators adopt the concepts of GSSR, they not only foster a love of reading, but also the intrinsic desire that drives lifelong learning and intellectual inquiry.

An important area of educational psychology is the relationship between motivation and reading comprehension, which affects students' engagement, perseverance, and eventually, academic performance. This writing explores the complex link between motivation and reading comprehension, highlighting the fact that increased motivation, especially intrinsic motivation, is frequently correlated with improved reading comprehension abilities. Students that are motivated are able to interact with and comprehend reading information on a deeper level. Students that possess intrinsic motivation have higher levels of attention, tenacity, and passion when it comes to reading assignments. Intrinsic motivation is the desire to learn something from within, driven by real interest and curiosity. Students are driven by an innate desire to learn new ideas, thoughts, and viewpoints, which prompts them to approach literature with a purpose. Students who are intrinsically driven are more likely to view reading as a fun and intellectually engaging activity rather than just a required academic task. This enthusiasm for reading creates a favorable learning atmosphere in which students are inspired to devote their time and energy to reading comprehension and analysis. They are therefore more likely to actively interact with the information, pose insightful queries, and make connections between concepts, all of which contribute to a better comprehension of the subject matter.

Essentially, the relationship between reading comprehension and motivation highlights the significant influence that intrinsic motivation has on students' involvement with and comprehension of reading content. Students that are intrinsically motivated have a sincere love of learning, which fuels their curiosity, tenacity, and attention when completing reading assignments. It is our responsibility as educators to develop and support students' intrinsic motivation in order to create a love of reading that extends beyond the classroom and establishes the groundwork for intellectual growth and lifetime learning.

II. METHODS

This research was conducted at MTSs Amal Shaleh, located at Jl. Sawit 1 No. 1, Simalingkar, Medan City, North Sumatra Province. The research will take place from 15 May 2024 to 31 May 2024 during the even semester of the 2023/2024 academic year. Population is the number of students who involve in this research. In this research researcher involves 8th grade students of MTSs Amal Shaleh that stays at 8A and 8B, and 8C. The total cluster random sampling 60 individuals, consists of 30 students in the treatment class and another 30 students in the control class. The research is a quantitative experimental study in which there are two classes that will serve as the data sampling: the control class and the class subjected to the GSSR teaching approach intervention.

Reading comprehension refers to pupils' capacity to comprehend and analyze texts in their whole, pinpoint key details, and draw connections between newly learned material and prior knowledge. Operational Definition: Students' ability to understand and interpret the texts they read. Through a sequence of questions about printed texts, a reading test may be used to assess the operational concept of reading comprehension. The exam results can serve as an indicator of the students' comprehension and interpretation of the material. Specification: Reading comprehension specifications include explanations of the elements assessed in the reading exam, such as students' capacity to recognize significant features, deduce information, form judgments, and draw conclusions from the material they have read. A measure of a research instrument's validity, such as a questionnaire or paper test, is called validity. Items on a questionnaire are deemed valid if they are related to one another and consistently fall between 0 and 1. On the other hand, a questionnaire is said to have a poor level of validity if its questions are unrelated to one another. Researcher will employ SPSS assistance with the Pearson formula to determine the validity level (Arikunto, 2019)

$$\text{Validity} = r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Reliability indicates how much data is presented without errors to measure data stability and consistency of research instruments such as questionnaires. In this study, data reliability will be tested using the Cronbach's Alpha formula (Arikunto, 2019) with the assistance of SPSS. (Arikunto, 2019)

To answer the first hypothesis of this research, which related to the influence of the method, researcher uses Wilcoxon-test and to obtain accurate result. The result of Wilcoxon test would be explain about which method is better to applied to improve student's reading comprehensive. This test would be apply at spss 22. To answer the second hypothesis of this research, which related to the influence of the method, researcher uses Wilcoxon-test and to obtain accurate result. The result of Wilcoxon test would be explain about which method is better to applied to improve student's reading comprehensive. This test would be apply at spss 22. To answer the third hypothesis of this research, which is related to the effectiveness of the teaching method used, the researcher uses the N-Gain formula to obtain accurate results.

III. RESULTS AND DISCUSSION

The first step in this research is to conduct initial observations to determine students' initial vocabulary skills and to serve as a reference point for evaluating the effectiveness of the activities carried out. This was done in three classes: 8A, 8B, and 8C. Before observing the students, a mandatory instrument test was conducted to assess the validity and reliability of the instrument prepared by the researcher.

A. Pre-test phase (Instrument test)

1) Validity of Reading Comprehensive test

Instrument testing is conducted to determine whether the instrument developed is a good result, as the quality of the instrument will affect the accuracy of the data and determine the quality of the research results

A total of 20 multiple-choice questions were prepared for this study. These questions will be administered to all three classes to minimize bias in the test material. This Validity test was did by using SPSS 22 Software program. The result of thee test could saw at the table below:.

Table 1: Validity of Reading Comprehension Test (Pre-Test)

Question	R-Table	R-Count	Stat
1	0.25	0.491	Valid
2	0.25	0.416	Valid
3	0.25	0.280	Valid
4	0.25	0.318	Valid
5	0.25	0.385	Valid
6	0.25	0.367	Valid
7	0.25	0.362	Valid
8	0.25	0.284	Valid
9	0.25	0.375	Valid
10	0.25	0.355	Valid
11	0.25	0.338	Valid
12	0.25	0.271	Valid
13	0.25	0.315	Valid
14	0.25	0.364	Valid
15	0.25	0.280	Valid
16	0.25	0.362	Valid
17	0.25	0.308	Valid
18	0.25	0.403	Valid
19	0.25	0.385	Valid
20	0.25	0.307	Valid

(Source: Self data by Spss 22)

Based on Table 1 above, it can be concluded that all 20 items in the questionnaire are considered "valid" since the R-Count values are greater than the R-Table values.

2) *Reliability of Reading Comprehension test*

Reliability indicates the extent to which data is presented without error, allowing for the measurement of data stability and consistency of the research instrument, such as a questionnaire. In this study, data reliability will be tested using Cronbach's Alpha formula (Arikunto, 2019). The result of reliability test could saw at table 9 below:

Table 2: Reliability of Reading Comprehension Test (Pre-test)

Reliability Statistics	
Cronbach's Alpha	N of Items
.619	20

(Source: Self data by SPSS 22)

According to the reliability table above, the Cronbach's alpha value is 0.619, which is greater than 0.60. This indicates that the questions used to assess students' initial vocabulary skills have "acceptable data reliability" or are reliable.

3) *Students Reading Comprehension Observation*

Once the questionnaire has passed the validity and reliability tests, the next step is to administer the test to the students to assess their level of "reading comprehension". The results of this observation can be seen in the table below.

Table 3: Reading Comprehension Observation (8A Pre Test)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABDUL AZIZ GINTING	L	11	55	notpass
2	ALFIN PRATAMA	L	11	55	notpass
3	ALFINO RAMADHANI	L	8	40	notpass
4	FACHRY ARDIANSYAH	L	12	60	notpass
5	FEBRIYANSYAH	L	7	35	notpass
6	KAMILA QUIN	P	6	30	notpass
7	MHD RAFI	L	9	45	notpass

8	M. HAFIZ AL-AMIN	L	13	65	notpass
9	M. ICHSAN PRATAMA	L	11	55	notpass
10	M. IQBAL LUTHFI	L	7	35	notpass
11	NAYZILA AZZAHRA	P	6	30	notpass
12	NIKITA SYABIRA	P	7	35	notpass
13	QYTALUNA MIANISTY	P	6	30	notpass
14	RAFIKAL JANNAH	P	8	40	notpass
15	RAFI AHMAD	L	8	40	notpass
16	RIZKY HALOMOAN	L	10	50	notpass
17	SAFI RARA MIKEYLA	P	11	55	notpass
18	RASYAH FADHIL	L	17	85	Pass
19	TEGUH PRASETYA	L	11	55	notpass
20	FAUZAN	L	15	75	Pass
Average				48,5	10%

Based on Table above, it is evident that the passing rate for students in class 8A is only 10%, with an average score of 48.5. This indicates that the reading comprehension of students at MTS Amal Soleh, particularly in class A, remains low. The next step researcher did observation to 8B class. The result of the observation follows:

Table 4: Reading Comprehension Observation (8B Pre Test)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABIDZAR AFNAN	L	6	30	notpass
2	AHMAD AIDAN HAREFA	L	6	30	notpass
3	ALFI ANSYARI SINAGA	L	11	55	notpass
4	ATTILA DZAMAR GUNAWAN	L	11	55	notpass
5	DEVINA ALYA LUBIS	P	13	65	notpass
6	DWI INAYAH	P	12	60	notpass
7	DWERI SYAHARIS	L	11	55	notpass
8	FAJAR MAULANA KELIAT	L	13	65	notpass
9	RIZKA HRP	P	12	60	notpass
10	INDAH NURAINI HRP	P	15	75	Pass
11	JIHAN AZZAHRO	P	5	25	notpass
12	MAHIDINA	P	6	30	notpass
13	MALEEKA AZZAHRA	P	9	45	notpass
14	MARWAH	P	6	30	notpass
15	MHD. FATURRAHMAN	L	13	65	notpass
16	MHD. ANANDA YASIN	L	8	40	notpass
17	RADINA AHMAD	P	5	25	notpass
18	REYHAN RAMADHAN	L	5	25	notpass
19	RUSYDI AQIL MASYRI	L	11	55	notpass
20	VICKY VIRANSYAH	L	10	50	notpass
Average				47	5%

Based on Table above, it is evident that the passing rate for students in class 8A is only 5%, with an average score of 47. This indicates that the reading comprehension of students at MTS Amal Soleh, particularly in class B, remains low. The next step researcher did observation to 8C class. The result of the observation follows:

Table 5: Reading Comprehension Observation (8C Pre Test)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABRIL JULIZAR	L	11	55	notpass
2	AHMAD HAMZAH	L	14	70	notpass
3	AS-SHAFA RIZKY	L	11	55	notpass
4	AZAAN HABIBATUS S	L	9	45	notpass
5	BAMBANG BUDIONO	L	5	25	notpass
6	DAFA ANUGRAH	L	4	20	notpass

7	DAMAR RIZKY RAMADHAN	L	11	55	notpass
8	EGINA PUTRI	P	5	25	notpass
9	GHAZI FAYYAD	L	10	50	notpass
10	UTIZAM RAZAM	L	5	25	notpass
11	INDAH AULIA	P	6	30	notpass
12	M. ALIF THARIQ	L	5	25	notpass
13	M. HAIKAL	L	3	15	notpass
14	M. RAYFAN	L	5	25	notpass
15	M. HAFIZ	L	10	50	notpass
16	NAZWA OLIVA	P	18	90	Pass
17	NOVI AJENG MARIFAH	P	5	25	notpass
18	RAFLI TUAHTA	L	9	45	notpass
19	SATRIA GILANG	L	10	50	notpass
20	SILVIA AMANDA	P	4	20	notpass
21	TSABITA ASIAH	P	6	30	notpass
22	ZIDAN OKSEN	L	7	35	notpass
Average				39.31	5%

According to Table above, it is evident that the passing rate for students in class 8A is only 5%, with an average score of 39.31. This indicates that the reading comprehension of students at MTS Amal Soleh, particularly in class C, remains low. Based on the findings, it is evident that among the three classes (8A, 8B, and 8C), class 8C has the lowest achievement percentage and average score in terms of "reading comprehension". Therefore, the GSSR+Motivation approach method will be implemented in class 8C, the GSSR approach method will be designed for class 8B, and the usual school method will be continued for class 8A.

4) *Validity of Student Motivation Questionnaire*

Based on one of the objective of research in this thesis, that's "To determine whether the reading comprehension of students who are given motivation is better than those who are not given motivation " researcher need to know about the level of motivation that student has as a basic data to analyze. To get the data, researcher made a questionnaire that observed student's motivation condition. Before the students answer the questionnaire, the questionnaire must be pass at validity and reliability test, Because 8C class would be the sample of research that take motivation treatment, this test toke the 8C class data only. The result of the test were follows:

Table 6: Validity of Motivation Questionnaire

Question	R-Tablel	R-Count	Stat
1	0.422	0.921	Valid
2	0.422	0.919	Valid
3	0.422	0.975	Valid
4	0.422	0.893	Valid
5	0.422	0.908	Valid
6	0.422	0.946	Valid
7	0.422	0.946	Valid
8	0.422	0.975	Valid
9	0.422	0.975	Valid
10	0.422	0.959	Valid
11	0.422	0.975	Valid
12	0.422	0.946	Valid
13	0.422	0.975	Valid
14	0.422	0.964	Valid
15	0.422	0.901	Valid
16	0.422	0.628	Valid
17	0.422	0.811	Valid
18	0.422	0.911	Valid

(Source: Self Data by SPSS 22)

Based on Table above, it can be concluded that all 18 items in the questionnaire are considered "valid" since the R-Count values are greater than the R-Table values.

5) *Reliability of Motivation Questionaire*

Table 7: Reliability of Motivation Questionaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.988	18

(Source: Self Data by SPSS 22)

According to the reliability table above, the Cronbach's alpha value is 0.988, which is greater than 0.60. This indicates that the questionnaire used to assess students' initial vocabulary skills have "Good data reliability" or are reliable.

6) *Student Motivation Observation*

Once the questionnaire has passed the validity and reliability tests, the next step is to administer the test to the students to assess their level of "Motivation ". The results of this observation can be seen in the table below:

Table 8: Student Level of Motivation

NO	Name of Student	Sex (L/P)	Motivation	Condition
1	ABRIL JULIZAR	L	51	Motivated enough
2	AHMAD HAMZAH	L	25	Lessmotivated
3	AS-SHAFI RIZKY	L	35	Lessmotivated
4	AZAAN HABIBATUS S	L	55	Motivated
5	BAMBANG BUDIONO	L	19	Lessmotivated
6	DAFA ANUGRAH	L	26	Lessmotivated
7	DAMAR RIZKY RAMADHAN	L	19	Lessmotivated
8	EGINA PUTRI	P	18	unmotivated
9	GHAZI FAYYAD	L	35	Lessmotivated
10	UTIZAM RAZAM	L	53	Motivated enough
11	INDAH AULIA	P	56	Motivated
12	M. ALIF THARIQ	L	26	Lessmotivated
13	M. HAIKAL	L	18	unmotivated
14	M. RAYFAN	L	26	Lessmotivated
15	M. HAFIZ	L	19	Lessmotivated
16	NAZWA OLIVA	P	18	unmotivated
17	NOVI AJENG MARIFAH	P	35	Lessmotivated
18	RAFLI TUAHTA	L	53	Motivated enough
19	SATRIA GILANG	L	25	Lessmotivated
20	SILVIA AMANDA	P	19	Lessmotivated
21	TSABITA ASIAH	P	19	Lessmotivated
22	ZIDAN OKSEN	L	33	Lessmotivated
Average			31,04	22,72%

Based on Table above, it can be observed that 5 students or 22.72% of the students in class 8C fall into the category of "sufficiently motivated" and "motivated", while the remaining 77.28% are still in the category of "insufficiently motivated" and "not at all motivated" in terms of "reading comprehension" learning.

Based on the findings from the student observation results in Tables 10-14, it is evident that both students' "reading comprehension" abilities and their "reading comprehension" learning motivation remain low. This can be seen from the low passing rates, which do not exceed 30%. Therefore, in the next stage, the researcher will provide instruction using the GSSR method and provide motivation to students with the aim of improving student achievement in "reading comprehension".

B. *Post-test phase (Instrument test)*

After implementing the learning activities using the GSSR method and providing motivation for 8 sessions, the researcher will first re-test the students to assess the changes in their motivation and reading comprehension levels. Before conducting the post-test, the researcher will again conduct an instrument test on the "reading comprehension" test material because the questions used are different from the material used in the pre-test.

1) *Validity of Reading Comprehension*

Table 9: Validity of Reading Comprehension

Question	R-Tabel	R-Count	Stat
1	0.25	0.560	Valid
2	0.25	0.536	Valid
3	0.25	0.285	Valid
4	0.25	0.433	Valid
5	0.25	0.589	Valid
6	0.25	0.271	Valid
7	0.25	0.540	Valid
8	0.25	0.490	Valid
9	0.25	0.271	Valid
10	0.25	0.335	Valid
11	0.25	0.416	Valid
12	0.25	0.320	Valid
13	0.25	0.440	Valid
14	0.25	0.276	Valid
15	0.25	0.296	Valid
16	0.25	0.266	Valid
17	0.25	0.272	Valid
18	0.25	0.341	Valid
19	0.25	0.461	Valid
20	0.25	0.287	Valid

(Source: Self Data by SPSS 22)

Based on Table above, it can be concluded that all 20 items in the questionnaire are considered "valid" since the R-Count values are greater than the R-Table values.

2) *Reliability of Reading Comprehension Test*

Table 10: Reliability of Reading Comprehension Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.692	20

(Source: Self Data by SPSS 22)

According to the reliability table above, the Cronbach's alpha value is 0.692, which is greater than 0.60. This indicates that the questions used to assess students' initial vocabulary skills have "Acceptable data reliability" or are reliable.

3) *Student Motivation Observed*

In assessing student motivation levels, the researcher followed the evaluation guidelines that had been previously established (see appendix)

Table 11: Student Motivated Observed

NO	Name of Student	Sex (L/P)	Motivation	Condition
1	ABRIL JULIZAR	L	64	Motivated
2	AHMAD HAMZAH	L	56	Motivated
3	AS-SHAF A RIZKY	L	62	Motivated
4	AZAAN HABIBATUS S	L	55	Motivated
5	BAMBANG BUDIONO	L	55	Motivated
6	DAFA ANUGRAH	L	45	Motivated enough
7	DAMAR RIZKY RAMADHAN	L	53	Motivated enough
8	EGINA PUTRI	P	53	Motivated enough
9	GHAZI FAYYAD	L	52	Motivated enough

10	UTIZAM RAZAM	L	69	Motivated
11	INDAH AULIA	P	56	Motivated
12	M. ALIF THARIQ	L	45	Motivated enough
13	M. HAIKAL	L	36	Lessmotivated
14	M. RAYFAN	L	44	Motivated enough
15	M. HAFIZ	L	37	Motivated enough
16	NAZWA OLIVA	P	35	Lessmotivated
17	NOVI AJENG MARIFAH	P	55	Motivated
18	RAFLI TUAHTA	L	72	Motivated
19	SATRIA GILANG	L	43	Motivated enough
20	SILVIA AMANDA	P	71	Motivated
21	TSABITA ASIAH	P	69	Motivated
22	ZIDAN OKSEN	L	75	Very Motivated
Average			54.63	90,90%

Based on Table above, it is evident that the average score for student conditions is 54.63, which falls into the "Motivated Enough" category. With a percentage of 90.90%, the majority of students have now reached a state of motivation.

4) *Student's Reading Comprehension*

After implementing the learning activities from May 15 to May 31, 2024, the result of research could see at the table below

Student's Reading Comprehension (8A Un treatment class)

Table 12: Student's Reading Comprehension Level (8A Untreatment Class)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABDUL AZIZ GINTING	L	16	80	Pass
2	ALFIN PRATAMA	L	14	70	notpass
3	ALFINO RAMADHANI	L	9	45	notpass
4	FACHRY ARDIANSYAH	L	15	75	Pass
5	FEBRIYANSYAH	L	8	40	notpass
6	KAMILA QUIN	P	9	45	notpass
7	MHD RAFI	L	9	45	notpass
8	M. HAFIZ AL-AMIN	L	15	75	Pass
9	M. ICHSAN PRATAMA	L	15	75	Pass
10	M. IQBAL LUTHFI	L	9	45	notpass
11	NAYZILA AZZAHRA	P	8	40	notpass
12	NIKITA SYABIRA	P	6	30	notpass
13	QYTALUNA MIANISTY	P	7	35	notpass
14	RAFIKAL JANNAH	P	10	50	notpass
15	RAFI AHMAD	L	10	50	notpass
16	ABDUL AZIZ GINTING	L	11	55	notpass
17	ALFIN PRATAMA	L	15	75	Pass
18	ALFINO RAMADHANI	L	16	80	Pass
19	FACHRY ARDIANSYAH	L	10	50	Notpass
20	FEBRIYANSYAH	L	15	75	Pass
Average				56,75	30%

Based on Table 12, it was observed that the average score for students in class 8A was 56.75 with a passing rate of 30%. This meant that 6 students had met the passing standard with scores exceeding the minimum passing score (KKM) of 75. This also indicated that the teaching method used in class 8A (the school's teaching method) had not been able to meet the student achievement goal of improving Students "reading comprehension".

Student's Reading Comprehension (GSSR class)

Table 13: Student's Reading Comprehension (8B GSSR Class)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABIDZAR AFNAN	L	11	55	notpass
2	AHMAD AIDAN HAREFA	L	10	50	notpass
3	ALFI ANSYARI SINAGA	L	15	75	Pass
4	ATTILA DZAMAR GUNAWAN	L	12	60	notpass
5	DEVINA ALYA LUBIS	P	17	85	Pass
6	DWI INAYAH	P	15	75	Pass
7	DWERI SYAHARIS	L	18	90	Pass
8	FAJAR MAULANA KELIAT	L	17	85	Pass
9	RIZKA HRP	P	11	55	notpass
10	INDAH NURAINI HRP	P	15	75	Pass
11	JIHAN AZZAHRO	P	15	75	Pass
12	MAHIDINA	P	7	35	notpass
13	MALEEKA AZZAHRA	P	16	80	Pass
14	MARWAH	P	14	70	notpass
15	MHD. FATURRAHMAN	L	19	95	Pass
16	MHD. ANANDA YASIN	L	16	80	Pass
17	RADINA AHMAD	P	11	55	notpass
18	REYHAN RAMADHAN	L	15	75	Pass
19	RUSYDI AQIL MASYRI	L	14	70	notpass
20	VICKY VIRANSYAH	L	13	65	notpass
Average				70,25	55%

Based on Table 13, it was observed that the average score for students in class 8B was 70.25 with a passing rate of 55%. This meant that 11 students had met the passing standard with scores exceeding the minimum passing score (KKM) of 75. This also indicated that the teaching method used in class 8B GSSR method) had not been able to meet the student achievement goal of improving Students "reading comprehension".

Student's Reading Comprehension (GSSR+Motivation class)

Table 14: Students Reading Comprehension Level (8C Class)

NO	Name of Student	Sex (L/P)	Reading Compre	Score	State
1	ABRIL JULIZAR	L	17	85	Pass
2	AHMAD HAMZAH	L	18	90	Pass
3	AS-SHAFA RIZKY	L	18	90	Pass
4	AZAAN HABIBATUS S	L	15	75	Pass
5	BAMBANG BUDIONO	L	13	65	notpass
6	DAFA ANUGRAH	L	11	55	notpass
7	DAMAR RIZKY RAMADHAN	L	16	80	Pass
8	EGINA PUTRI	P	17	85	Pass
9	GHAZI FAYYAD	L	17	85	Pass
10	UTIZAM RAZAM	L	17	85	Pass
11	INDAH AULIA	P	16	80	Pass
12	M. ALIF THARIQ	L	17	85	Pass
13	M. HAIKAL	L	15	75	Pass
14	M. RAYFAN	L	18	90	Pass
15	M. HAFIZ	L	18	90	Pass
16	NAZWA OLIVA	P	18	90	Pass
17	NOVI AJENG MARIFAH	P	8	40	notpass
18	RAFLI TUAHTA	L	11	55	notpass
19	SATRIA GILANG	L	20	100	Pass
20	SILVIA AMANDA	P	15	75	Pass
21	TSABITA ASIAH	P	15	75	Pass
22	ZIDAN OKSEN	L	16	80	Pass
Average				77,75	81,811%

Based on Table 14, it was observed that the average score for students in class 8C was 77.75 with a passing rate of 81,81%. This meant that 18 students had met the passing standard with scores exceeding the minimum passing score (KKM) of 75. This also indicated that the teaching method used in class 8C (GSSR method + motivation) had been able to meet the student achievement goal of improving Students "reading comprehension".

C. Wilcoxon test

The Wilcoxon Signed-Rank Test is a non-parametric test used to assess the significance of differences between two paired data groups that are ordinal or interval-scaled but not normally distributed. The Wilcoxon Signed-Rank Test serves as an alternative to the paired t-test or t-paired test when the assumption of normality is not met. This test is also known as the Wilcoxon Match Pair Test.

1) Wilcoxon Test (8A Class)

Table 15: Wilcoxon Signed Rank Test

Ranks				
		N	Mean Rank	Sum of Ranks
Untreatment_post - Untreatment_Pre	Negative Ranks	3 ^a	4.00	12.00
	Positive Ranks	15 ^b	10.60	159.00
	Ties	2 ^c		
	Total	20		

(Source: Self data by Spss 22)

Based on the table, the following observations were made:

- a. Negative Rank (3): This indicated that there were 3 data points that experienced a decrease in their scores after the post-test. This suggested that these 3 students did not benefit from the intervention or may have experienced some external factors that negatively impacted their performance.
- b. Ties (2): This implied that there were 2 students who showed no significant change in their scores after the intervention. This could mean that these students were already performing well or that the intervention had a minimal effect on their performance.
- c. Positive Rank (15) and Average Change (10.60 points): This indicated that there were 15 students who experienced an increase in their scores with an average improvement of 10.60 points. This suggested that the intervention was effective for the majority of the students, leading to a noticeable positive impact on their performance

Table 16: Test-Statistic (8A)

	Untreatment_post - Untreatment_Pre
Z	-3.232 ^b
Asymp. Sig. (2-tailed)	.001

(Source: Self data by Spss 22)

It was determined from Table 16 above that the significance value for class 8A was 0.001, which is less than 0.05. This indicates that the teaching method typically used in schools has an impact on changes in student ability.

Based on this data, the researchers were able to conclude that the teaching method used in class 8A, which is the typical method used in schools, was able to improve the "reading comprehension" ability of 15 students

2) Wilcoxon Test (8B Class)

Table 17: Wilcoxon Signed Rank test

Ranks				
		N	Mean Rank	Sum of Ranks
GSSR_post- GSSR_Pre	Negative Ranks	1 ^a	2.00	2.00
	Positive Ranks	18 ^b	10.44	188.00
	Ties	1 ^c		
	Total	20		

(Source: Self data by Spss 22)

Based on the table, the following observations were made:

- a. Negative Rank (1): This indicated that there were 1 data points that experienced a decrease in their scores after the post-test. This suggested that these 1 students did not benefit from the intervention or may have experienced some external factors that negatively impacted their performance.
- b. Ties (1): This implied that there were 1 students who showed no significant change in their scores after the intervention. This could mean that these students were already performing well or that the intervention had a minimal effect on their performance.
- c. Positive Rank (18) and Average Change (10.44 points): This indicated that there were 18 students who experienced an increase in their scores with an average improvement of 10.44 points. This suggested that the intervention was effective for the majority of the students, leading to a noticeable positive impact on their performance

Table 18: Test-Statistic (8B)

	GSSR_post GSSRt_Pre	-
Z		-3.232 ^b
Asymp. Sig. (2-tailed)		.001

(Source: Self data by Spss 22)

According to Table 18 above that the significance value for class 8B was 0.000, which is less than 0.05. This indicates that the teaching method typically used in schools has an impact on changes in student ability. Based on this data, the researchers were able to conclude that the teaching method used in class 8B, which is the typical method used in schools, was able to improve the "reading comprehension" ability of 18 students.

3) Wilcoxon Test (8C Class)

Table 19: Wilcoxon Signed Rank Test

		Ranks		
		N	Mean Rank	Sum of Ranks
GSSR_post- GSSR_Pre	Negative Ranks	0 ^a	2.00	2.00
	Positive Ranks	21 ^b	11.00	231.00
	Ties	1 ^c		
	Total	22		

Based on the table, the following observations were made:

- a. Negative Rank (0): This indicated that there were 0 data points that experienced a decrease in their scores after the post-test.
- b. Ties (1): This implied that there were 1 students who showed no significant change in their scores after the intervention. This could mean that these students were already performing well or that the intervention had a minimal effect on their performance.
- c. Positive Rank (21) and Average Change (11.00 points): This indicated that there were 21 students who experienced an increase in their scores with an average improvement of 21 points. This suggested that the intervention was effective for the majority of the students, leading to a noticeable positive impact on their performance

Table 20: Test-Statistic (8C)

	GM_Post GMt_Pre	-
Z		-3.232 ^b
Asymp. Sig. (2-tailed)		.000

(Source: Self data by Spss 22)

According to Table 26 above that the significance value for class 8B was 0.000, which is less than 0.05. This indicates that the teaching method typically used in schools has an impact on changes in student ability. Based on this data, the researchers were able to conclude that the teaching method used in class 8C, which is the typical method used in schools, was able to improve the "reading comprehension" ability of 21 students

D. Ngain Percentage test

To assess the effectiveness of the method used in each class, the researchers conducted an analysis using N-gain Score. The following are the results of data processing for each class (8A, 8B, 8C):

Table 21: N-gain percentage

Descriptives				
	Class	Statistic		
Ngain_Percentage	8A (Untreatment)	Mean	15.4657	
		95% Confidence Interval for Mean	Lower Bound	5.4994
			Upper Bound	25.4319
		5% Trimmed Mean	15.9495	
		Median	14.8352	
	8B (GSSR)	Mean	42.6937	
		95% Confidence Interval for Mean	Lower Bound	30.2022
			Upper Bound	55.1853
		5% Trimmed Mean	43.3700	
		Median	42.2222	
	8C (GSSR + Motivation)	Mean	62.6103	
		95% Confidence Interval for Mean	Lower Bound	52.0135
			Upper Bound	73.2072
		5% Trimmed Mean	63.9870	
		Median	68.9904	

(Source: Self data by Spss 22)

Based on Table 27 above, it is known that the mean value for class 8A is 15.465%, while for class 8B the mean value is 42.69%, and for class 8C the mean value is 62.61%.

It can be concluded that:

- For class 8A, the mean score is < 40, which means that the application of the conventional method in class 8A is still not effective in improving students' reading comprehension ability.
- For class 8B, the mean score falls within the range of 40-55, which means that the implementation of the GSSR method in class 8B is considered "less effective" in improving students' reading comprehension ability.
- For class 8C, the mean score falls within the range of 56-75, which means that the implementation of the GSSR + Motivation method in class 8C is considered "Effective Enough".

E. Hypothesis Test

1) *H1: GSSR method is better then conventional method to improve student reading comprehension*

To answer this hypothesis, researcher used Wilcoxon data result and student's reading comprehension test.

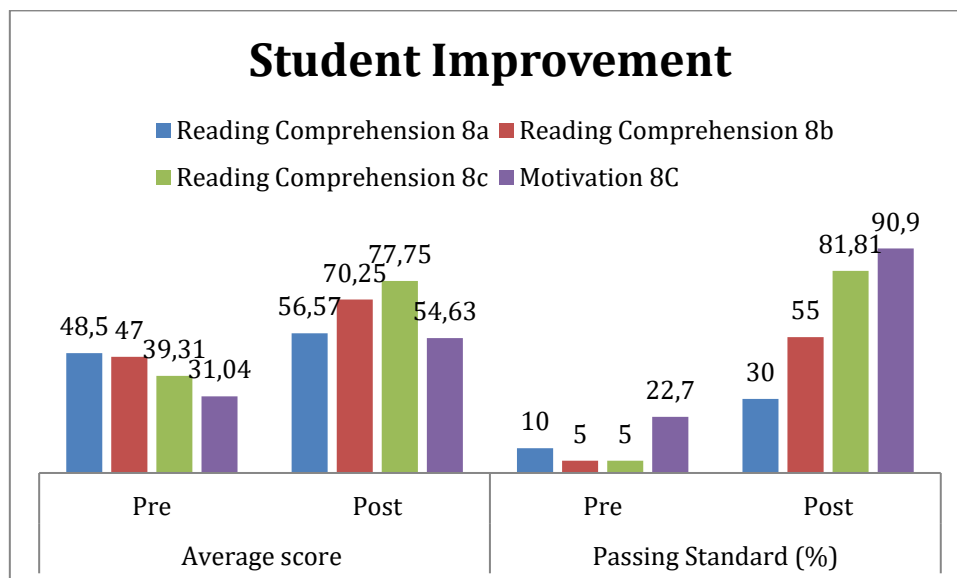


Figure 1. Student Improvement

The Wilcoxon test results from tables 22-27 indicate that the conventional method has a significant impact on improving students' "reading comprehension" ability. This is also true for classes 8B and 8C, which used the GSSR and GSSR + Motivation methods, respectively. However, the impact on class 8A is not greater than that on classes that used the GSSR method in their instruction.

Figure 4.1 shows that class 8A had an average score of 48.5 and a passing rate of 10% in the pre-test phase. This increased to 56.57 with a passing rate of 30% after the post-test phase. In other words, class 8A, which used the conventional method in its instruction, was able to increase its passing rate by 20% and its average score by 8.07 points. However, when compared to the other classes that used the GSSR method, this increase is much smaller.

Class 8B had an average score of 47 and a passing rate of 5% in the pre-test phase. This increased to 70.25 with a passing rate of 55% after the post-test phase. In other words, class 8B, which used the GSSR method in its instruction, was able to increase its passing rate by 50% and its average score by 23.25 points.

Class 8C had an average score of 39.31 and a passing rate of 5% in the pre-test phase. This increased to 77.75 with a passing rate of 81.81% after the post-test phase. In other words, class 8C, which used the GSSR + Motivation method in its instruction, was able to increase its passing rate by 76.8% and its average score by 38.44 points.

Based on this data, the researchers can conclude that H1 of this study is Accepted.

2) *H2: Reading Comprehension improvement of Student with high motivation is better than reading comprehension improvement of student with low motivation*

According to figure 4.1 Class 8C had an average score of 39.31 and a passing rate of 5% in the pre-test phase. This increased to 77.75 with a passing rate of 81.81% after the post-test phase. In other words, class 8C, which used the GSSR + Motivation method in its instruction, was able to increase its passing rate by 76.8% and its average score by 38.44 points.

The average score of class 8C, which used the GSSR + Motivation method, is significantly higher than the average scores of classes 8A and 8B, which did not receive motivation in the learning process. Based on this, the researchers conclude that "Reading Comprehension improvement of Student with high motivation is better than reading comprehension improvement of student with low motivation". This means that H2 of this study is supported.

The conclusion of the hypothesis was

- a. Class 8C, which used the GSSR + Motivation method, had the highest average score after the post-test phase.
- b. Classes 8A and 8B, which did not receive motivation in the learning process, had lower average scores after the post-test phase.

This suggests that motivation has a positive impact on reading comprehension improvement

3) *GSSR and motivation effective enough to improve students' reading comprehension*

To answer this hypothesis, researcher would take Ngain percentage data of student's reading comprehension at each class.

Based on Table 27 above, it is known that the mean value for class 8C was 62.61%. It can be concluded that for class 8C, the mean score falls within the range of 56-75, which means that the implementation of the GSSR + Motivation method in class 8C is considered "Effective Enough".

According to the data, researcher could take an conclusion that GSSR and motivation effective enough to improve students' reading comprehension and that's mean H3 of this research was accepted.

F. *Discussion*

The analysis of the data above shows that the use of the GSSR method as a teaching method to improve students' "reading comprehension" is much better than the conventional method that has been used at MTSs Amal Saleh School. This is because the GSSR method does not force reading materials on students, so students have the freedom to choose reading materials that they enjoy. This can increase students' desire to read more. This statement by the researcher is in line with what Mason (2021:387) states: "...It is also to help our EFL students become independent readers in English, that is, capable of not only selecting interesting and comprehensible books on their own for pleasure reading, but also capable of seeking and finding information that is necessary for better understanding of what is happening in the world". The goal is to empower our EFL (English as a Foreign Language) students to become independent readers in English Benny Comason said in his scientific journal, she said that " (Smith, 2021)

Another study Al-Hamoud & Schmitt (2009) that aligns with the concept of extensive reading found "an exceptionally effective and worthy approach that does not impose pressure or burden on readers, even in challenging situations. This is due to the voluntary selection of graded reading materials, ranging from easy to difficult, based on each student's language proficiency".

According to the expert judgment above, researcher could say that "using GSSR to Improve student reading comprehension was success because there are no pressure that student's had when their want to start to read their favorite text and this could made student's feel happy when started to learning about reading comprehensive.

GSSR + motivation effective enough to improve student's reading comprehensive because in the application of this method, student's has goals to learning about it and the students felt motivated. According to Widayat (2015:1) stated : "The Motivation Theory is formulated as drives, whether caused by internal or external factors, to achieve specific goals in order to fulfill/satisfy a need. In this case Student's could be motivated by "star labeling", or by reward, or by benefit that their take (knowledge) that researcher gift if the student's pass the test or quest that researcher prepared. (Prihartanta., 2015) According to Lase (2016:13) stated : "Motivation is everything that drives someone to act and do something in order to achieve specific goals. Motivation is

the entire driving force within students that initiates learning activities, ensures the continuity of learning activities, and provides direction to learning activities, so that the desired goals of the students are achieved.

According to Triono, et al (2021) Motivation is influenced by two variables: intrinsic factors, which come from an employee's inner self and spur them on to success. Achievement, acknowledgment, the growth of one's own potential, and accountability are examples of intrinsic factors. The variables that originate from outside the person are known as extrinsic factors. (Triono et al., 2021)

According to Damaianti (2021) One alternative learning strategy to improve motivation in a self-directed learning environment is self-regulated learning. Self-regulated learning is crucial for increasing students' academic motivation, according to study results. Students that are able to control their learning process also become masters of it. Motivation, metacognitive techniques, and cognitive strategies are the three basic pillars of self-regulated learning. (Damaianti, 2021)

As educators, we must promote and nurture intrinsic motivation in our students, instilling a love of learning that extends beyond the classroom and paves the path for lifelong intellectual growth and pleasure.

IV. CONCLUSIONS

SSR method was better than conventional method to improve student reading comprehension with the percentage of student's passing standard 55% and 81.81% and the average score of student's was 70.25 and 77.75 that interperated by class 8B and 8C. Reading Comprehension improvement of Student with high motivation is better than reading comprehension improvement of student with low motivation because GSSR method + Motivation, was able to increase its passing rate by 76,81% and its average score by 38.44 points. GSSR and motivation efective enough to improve students' reading comprehension because mean value of Ngain percentage was 62.61. The score falls within the range of 56-75, which means that the implementation of the GSSR + Motivation method in class 8C is considered "Effective Enough".

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