

THE EFFECTS OF STUDENTS' LEARNING MOTIVATION AND GRAMMAR MASTERY ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT

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Abstract

*This research examines the influence of learning motivation and grammar mastery on students' descriptive text comprehension. Using survey methodology with random sampling, 88 students participated in the study. Data collection utilized questionnaires and tests, with analysis through descriptive statistics (mean, median, mode, standard deviation) and predictive statistics (correlation coefficients with t-tests). Direct testing occurred over nearly one month from March to May. Results revealed: 1) Learning motivation and grammar mastery collectively significantly impact students' descriptive text reading comprehension (Sig.=0.000<0.05, F=31.660), contributing 42.7% to comprehension ability. 2) Learning motivation significantly influences descriptive text comprehension (Sig.=0.000<0.05, t=3.591), contributing 27.43%. 3) Grammar mastery significantly affects descriptive text comprehension (Sig.=0.000<0.05, t=5.489), contributing 27.43%. This research examines the influence of learning motivation and grammar mastery on students' descriptive text comprehension. Using survey methodology with random sampling, 88 students participated in the study. Data collection utilized questionnaires and tests, with analysis through descriptive statistics (mean, median, mode, standard deviation) and predictive statistics (correlation coefficients with t-tests). Direct testing occurred over nearly one month from March to May. Results revealed: 1) Learning motivation and grammar mastery collectively significantly impact students' descriptive text reading comprehension (Sig.=0.000<0.05, F=31.660), contributing 42.7% to comprehension ability. 2) Learning motivation significantly influences descriptive text comprehension (Sig.=0.000<0.05, t=3.591), contributing 27.43%. 3) Grammar mastery significantly affects descriptive text comprehension (Sig.=0.000<0.05, t=5.489), contributing 27.43%. **Keywords:** Learning Motivation; Grammar Mastery; Reading Comprehension in Descriptive Texts.*

Abstrak

Penelitian ini meneliti pengaruh motivasi belajar dan penguasaan tata bahasa terhadap pemahaman teks deskriptif siswa. Menggunakan metodologi survei dengan pengambilan sampel acak, 88 siswa berpartisipasi dalam penelitian ini. Pengumpulan data menggunakan kuesioner dan tes, dengan analisis melalui statistik deskriptif (mean, median, modus, simpangan baku) dan statistik prediktif (koefisien korelasi dengan uji-t). Pengujian langsung dilakukan selama hampir satu bulan dari Maret hingga Mei. Hasil menunjukkan: 1) Motivasi belajar dan penguasaan tata bahasa secara kolektif berdampak signifikan terhadap pemahaman membaca teks deskriptif siswa (Sig.=0,000<0,05, F=31,660), berkontribusi 42,7% terhadap kemampuan pemahaman. 2) Motivasi belajar secara signifikan mempengaruhi pemahaman teks deskriptif (Sig.=0,000<0,05, t=3,591), berkontribusi 27,43%. 3) Penguasaan tata bahasa secara signifikan mempengaruhi pemahaman

teks deskriptif (Sig.=0,000<0,05, t=5,489), berkontribusi 38,47%. Penelitian ini menunjukkan kedua faktor tersebut merupakan penentu penting dalam kemampuan siswa memahami teks deskriptif, dengan penguasaan tata bahasa menunjukkan pengaruh yang lebih besar.

Kata kunci: Motivasi Belajar;Penguasaan Tata bahasa; Pemahaman Membaca Teks Deskriptif.

INTRODUCTION

English is a critical communication tool that enables people to interact worldwide in the era of globalization. In the context of our increasingly interconnected world, understanding the role of language in facilitating global interactions is essential. This is particularly relevant for us as it emphasizes the importance of mastering English not just for academic purposes, but also for enhancing career opportunities and fostering effective communication in diverse environments.

In the Indonesian academic framework, English has been integrated as a core subject across educational institutions, spanning from elementary to university level, reflecting its global importance. Learners must develop proficiency in four fundamental linguistic abilities: the receptive components of listening and reading, which involve processing incoming verbal and textual information; alongside the productive elements of speaking and writing, which require generating oral and written communication. The receptive aspects demand students develop competence in understanding and interpreting language presented to them, while productive skills necessitate the capacity to create and express language independently. This comprehensive approach acknowledges that complete language mastery involves both receiving and creating linguistic content across multiple formats.

English serves as an international language with a crucial role in cross-cultural comprehension, particularly through reading communication. Students need to develop their reading skills since reading is a way for them to learn more, broaden their knowledge, and develop their ability to reason logically. Logical reading skills are very important to be mastered by every student to understand and absorb information from a reading. A person with high reading comprehension will be able to find information from various written sources. In addition, they will be more easily implement the meaning of a text in everyday life. Meanwhile, someone with a low reading comprehension will have difficulty to get information from written sources. The difficulty faced by students to understanding the reading text such as they don't have enough vocabulary, low motivation to read, poor grammar, and do not have sufficient background knowledge to understand the text.

Learning English in Indonesia requires enhancement through teacher development and adequate resources to ensure effective instruction. Educators must implement diverse and creative teaching methods to stimulate student engagement. When presented with innovative learning approaches, students demonstrate greater enthusiasm for their studies. The teaching methodology should specifically aim to boost student motivation in the learning process. One crucial English competency that benefits from increased learning motivation is reading comprehension of narrative texts. Reading ability represents students'

capacity to extract and interpret ideas from written material, allowing them to thoroughly understand the author's intended message. If students cannot properly comprehend written texts, their reading skills are considered inadequate, as they fail to grasp the writer's meaning accurately and completely.

Motivation emerges as a fundamental determinant in language learning, significantly influencing students' linguistic success and developmental trajectory. According to Bandura (2001 as cited in Taufiq et al., 2019, 3) states that motivation is a behaviour that is geared to achieve the goal, the initiated and maintained by hope the consequences concerning the likely impacts over the destructive actions and the effectiveness of themselves performing the activities. From the perspective of the theory of motivation, appreciation of the consequences is essential, because learners think about potential outcomes over doing various actions and act in ways. they believe will get the results they consider valuable. Learners who are motivated academically find that, when they studied diligently, then they will get the educational values. Recognizing the significance of motivation helps us understand that cultivating a positive attitude and a strong desire to learn can significantly impact our ability to navigate difficulties in language learning, ultimately leading to greater success and proficiency.

Besides that, elaborates that motivation represents a dynamic process involving intrinsic and extrinsic elements that directly impact learners' engagement and persistence. This encourages us to reflect on our own motivations, recognizing that both internal drives like personal interest and external influences such as rewards or recognition play crucial roles in our learning journey. By balancing these elements, we can enhance our engagement and commitment to learning, ultimately fostering better outcomes. learning motivation is defined as the combination of internal and psychological factors that encourage students to participate actively in their learning. Moreover, according to Keller et al., (2010, as cited in Bandhu et al. 2024, p. 7), states that in education, the ARCS Model has been applied by designing engaging lessons that capture learners' Attention, such as incorporating multimedia or real-world examples. Relevance is achieved by connecting the material to learners' interests or future goals, fostering intrinsic motivation. Building confidence involves providing scaffolding and positive feedback, while satisfaction is addressed by creating meaningful assessments, ensuring learners feel a sense of accomplishment. This motivation is influenced by four key aspects: Attention, which captures students' interest; Relevance, which connects learning to their personal goals; Confidence, which fosters self- assurance in their abilities; and Satisfaction, which ensures that students find the learning experience fulfilling.

In connection with these problems, it is necessary to strive for a form of learning that not only makes students able to master the learning material but is also able to provide learning experiences to students. Learning motivation can increase students' creativity in learning. Factors that can affect students' learning motivation if viewed based on the students' personal self, then the motivation from within is the main factor because the desire to succeed in particular learning is controlled by the students themselves. Problems during reading comprehension

of explanatory texts are caused by the weakness of students in finding the main idea in the text. Students find it challenging to follow the learning process as a result. As a result, reading comprehension scores are poor because pupils solely read for the purpose of completing reading-related tasks. In linguistics, grammar is a particular theory that is intended to explain the rules of a language in general.

According to Brown et al., (2000, as cited in Haryadi et al., 2021, p. 3) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentences. It means that when we make a sentence. we must pay attention the grammar. It is because grammar is a system to arrange some of words when we make a sentence. In addition, According to Swan (2005, as cited in Haryadi et al. 2021, p. 3) states that a grammar shows how words are combined, arranged, or modified to reveal a particular meaning. in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. It is clear that without mastering a certain grammar, the speaker of a foreign language will not able to use that language correctly. It means that if someone can master grammar well, he can use it to communicate. as they enable us to construct meaningful sentences. For example, understanding verb tenses is crucial; using the present tense (“I eat”) versus the past tense (“I ate”) can change the entire meaning of a conversation. Recognizing this helps us focus on grammar to improve our communication skills effectively. Moreover, according to Murphy (2017) stated that parts of speech come in various types, each describing how a word is used rather than what it is. The primary parts of speech include verbs, nouns, adjectives, adverbs, determiners, conjunctions, prepositions, and pronouns. From these theories, it can be argued that grammar mastery represents a complex interaction between cognitive processing and linguistic experience.

Meanwhile, increasing student grammar requires extensive practice through diverse activities such as reading academic texts, analyzing literature, participating in language discussions, and engaging with structured grammatical exercises. However, from these practices, reading emerges as the most significant contributor to grammar development, providing a comprehensive context for understanding grammatical structures, syntactical patterns, and linguistic nuances. In conclusion, reading serves as a critical pedagogical tool that not only exposes students to complex grammatical constructions but also enables them to internalize and apply grammatical rules in authentic linguistic contexts. After understanding the relationship between reading comprehension and grammar mastery, teachers are expected to be able to choose appropriate strategies to teach their students. This study is also expected to make a significant contribution to other educational research and pedagogical approaches in language learning.

Reading entails interpreting conveyed information and ideas, along with rapidly recognizing different written symbols and connecting them to prior knowledge. This means that a reader's understanding of a message arises from merging previous experiences with visual (written) content during their engagement with print media. Consequently, reading represents a form of communication between the author and the reader. According to Anderson et al., (1977, p. 1) states that reading comprehension involves three critical aspects: (1) Knowledge and experience about certain topics, (2) Linking back the knowledge

and experience to the passage being read and (3) The process to gain meaning actively according to the view the reader possesses. This underscores the essential need for instructional strategies that emphasize integrating prior knowledge, fostering personal connections to texts, and promoting active meaning-making processes in reading comprehension. By focusing on these aspects, educators can create a holistic approach that ensures students not only decode words but also engage deeply with content. In addition, according to Patel et al., (2008, p. 113 - 114, as cited in Safura et al., 2020, p. 2) states that reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture. In other words, this perspective underscores the vital role of reading in language acquisition, as it not only enriches vocabulary and comprehension but also promotes critical thinking and cultural awareness. By emphasizing the importance of reading, educators can better prepare students with the necessary tools to navigate and engage meaningfully with their surroundings.

This research addresses a crucial gap by examining how motivation and grammar specifically affect comprehension of descriptive texts a relationship not thoroughly explored in previous studies that typically examined these variables separately or in different text genres. The integrated examination offers numerous advantages, including providing targeted instructional strategies for improving descriptive text comprehension, evidence-based approaches to balancing motivational and grammatical interventions, a more nuanced understanding of how affective and linguistic factors interact, and addressing specific educational needs of East Jakarta's junior high students. While potential challenges include isolating motivation effects from other affective factors and accounting for varied teaching methodologies across schools, these limitations are outweighed by the potential contributions to educational practice and theory.

Based on the background and identification of the problem above, the research problem formulations are:

1. Are there any Effects of Students' Learning Motivation and Grammar Mastery on Students' Reading Comprehension in Descriptive Text?
2. Is there any Effect of Learning Motivation on Students' Reading Comprehension in Descriptive Text?
3. Is there any Effect of Grammar Mastery on Students' Reading Comprehension in Descriptive Text?

RESEARCH METHOD

The method used in this research is a survey with correlational and multiple regression techniques. The target population are the students of class VII at SMPN 103 East Jakarta and SMPN 179 East Jakarta. Next, the affordable

population in this study are students of class 7 at SMPN 103 East Jakarta and SMPN 179 East Jakarta. The number of target and affordable populations in this study are 730 students. The sample in this study are class 7 at SMPN 103 East Jakarta and SMPN 179 East Jakarta. with a total of 88 students. The researcher will use a simple random sampling technique for gaining the sample of this research. Student's Reading Comprehension in Descriptive Text will be measured using an assessment rubric of reading. Learning Motivation will be measured using a questionnaire with a Likert scale and Grammar Mastery will be measured using multiple choice test. The data analysis technique used SPSS 22.

RESULTS AND DISCUSSION

The author utilizes the SPSS 22 program to produce a description of the data, which can be seen in **Table 1**, as follows:

Table 1. Description of data Statistics

	Learning Motivation	Grammar Mastery	Reading Comprehension in Descriptive Text
N Valid	88	88	88
Missing	0	0	0
Me	194.95	74.15	71.93
an			
Median	195.50	74.00	70.00
Mo	181	60a	70a
de			
Std.	18.641	16.231	12.328
Deviation			
Minimum	150	32	40
Maximum	235	100	100

a. Multiple modes exist. The smallest value is shown

Learning Motivation Data Analysis

Learning Motivation data has a mean of 194.95, a median of 195.50, a mode of 181, a standard deviation of 18.641, a variance of 411.951, a range of 77, a lowest value of 19, and a highest value of 96. The lowest score obtained is 150 and the highest is 235.

Data Analysis of Grammar Mastery

Grammar Mastery data has a mean of 74.15, median of 74.00, mode of 60, standard deviation of 16.231, variance of 426.280, range of 75, lowest value of 32, and highest value of 100.

Data Analysis of Students' Reading Comprehension in Descriptive Text

Data on Student's Reading Comprehension in Descriptive Text has an average of 71.93, a median of 70.00, a mode of 70, a standard deviation of 12.328, the lowest value is 40, and the highest value is 100. Testing Requirements Analysis Data Normality Test Table 2 Recapitulation of Normality Test Results

Table 2 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		88
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	9.33239229
Most Extreme Differences	Absolute	.046
	Positive	.042
	Negative	-.046
Test Statistic		.046
Asymp. Sig. (2-tailed)		.200c,d

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.

A key requirement for performing a reliable regression analysis is that the data must be normally distributed. To assess this, the analysis was conducted using SPSS 22 software. According to the software's criteria, data is deemed normally distributed if the significance value (p-value) exceeds 0.05, which allows for the acceptance of the null hypothesis (H_0). This p-value, found in the 'Sig.' column of the normality test output, reflects the extent of normality in the data. In this study, the Kolmogorov-Smirnov test method was used to evaluate normality.

Linearity Test Linearity of Regression Line Effect of Variable X1 on Variable Y.

The results of the calculation of the linearity test of the regression line of the relationship between the X1 variable and the Y variable can be seen in table 3.

Table 3 Result of Linearity Calculation of Regression Line Effect of X1 on Y
Anova

			Sum	of	df	Mean	F	Sig.
			Squares			Square		
Reading Comprehension Descriptive Text	Between Groups	(Com bined)	9.518.674		49	194.259	1.994	.015
*Students' Learning Motivation		Linearity	2.958.953		1	2.958.953	30.365	.000
		Deviation from Linear ity	6.559.721		48	136.661	1.402	.142
	Within Groups		3.702.917		38	97.445		
	Total		13.221.591		87			

In the table above, it can be seen that the Sig. value for Deviation from Linearity (0.142 > 0.05) indicates no significant deviation from linearity. Therefore, the relationship between Students' Learning Motivation (X₁) and Reading Comprehension in Descriptive Text (Y) can be considered linear. This is further supported by the significant F value for linearity (30.365, p < 0.001).

Linearity of Regression Line Effect of Variable X2 on Variable Y.

The results of the calculation of the linearity test of the relationship between the X2 and Y variables can be seen in table 4.

Table 4. Result of Linearity Calculation of Regression Line Effect of X2 on Y
ANOVA

			Sum	ofdf	Mean	F	Sig.
			Squares		Square		
Rea ding	Between Groups	(Comb ined)	8002.008	33	242.485	2.509	.001



Comprehension Descriptive	Linearity	4494.953	1	4494.953	46.503	0.000
	Deviation	3507.054	32	109.595	1.134	.336
	Within Groups	5219.583	54	96.659		
Students' learning motivation	Total	13221.591	87			

In the table above, it can be seen that the value in the the Sig. value for Deviation from Linearity ($0.336 > 0.05$) indicates no significant deviation from linearity. Therefore, the relationship between Students' Learning Motivation (X_1) and Reading Comprehension in Descriptive Text (Y) can be considered linear. This is further supported by the significant F value for linearity (46.503, $p < 0.001$).

Hypothesis Testing

Hypothesis testing is carried out as stated at the end of chapter III. The results of calculations and tests can be seen in the table. 5, 6, and 7. below.

Table 5 Results of Calculation of Correlation Coefficient of Effect of Variables X_1 , and X_2 , on Y
Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.653a	.427	.413	9.442

a. Predictors: (Constant), Grammar Mastery, Students' Learning Motivation

Table 6 Recapitulation of the Calculation Results of the Significance Test of the Regression Coefficient of the Effect of Variables X_1 , and X_2 on Variable Y
ANOVAa

Model	Sum Squares	ofdf	Mean Square	F	Sig.
1 Regression	5644.452	2	2822.226	31.660	.000b
Residual	7577.138	85	89.143		
Total	13221.591	87			

a. Dependent Variable: Reading Comprehension in Descriptive Text

b. Predictors: (Constant), Grammar Mastery, Students' Learning Motivation

Table 7 Recapitulation of Calculation Results of Regression Line Equation Effect of Variable X1, and X2 on Variable Y
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.651	10.696		.435	.665
Students' Learning Motivation	.207	.058	.313	3.591	.001
Grammar Mastery	.363	.066	.478	5.489	.000

a. Dependent Variable: Reading Comprehension in Descriptive Text

Discussion

1. The Effects of Students' Learning Motivation and Grammar Mastery on Students' Reading Comprehension in Descriptive Text.

Based on the Model Summary in Table 4.5, the correlation coefficient obtained from the analysis was 0.427. This indicates a significant and strong relationship, suggesting that the dependent variable (Y), students' ability in reading comprehension descriptive texts, is strongly influenced by the independent variables Students' Learning Motivation (X₁) and Grammar Mastery (X₂). The combined contribution of these two variables to students' reading comprehension is 42.7%, calculated by squaring the correlation coefficient (R²) and converting it to a percentage.

Furthermore, the multiple regression equation is: $Y = 4.651 + 0.207X_1 + 0.363X_2$. The constant value of 4.651 suggests that without sufficient of students' learning motivation and grammar mastery, achieving strong reading performance is difficult. The positive regression coefficients (0.207 for X₁ and 0.363 for X₂) demonstrate that both students' learning motivation and grammar mastery have a positive influence on students' descriptive text in reading skills.

The significance of the regression coefficients was tested using SPSS, and the results indicate that the coefficients are statistically significant, as shown by a significance value of 0.000 ($p < 0.05$) and an F_{count} of 31.660. This confirms that

both independent variables X_1 (Students' Learning Motivation) and X_2 (Grammar Mastery) positively influence the dependent variable Y (Students' Reading Comprehension in Descriptive Texts). Together, simple present tense and vocabulary mastery contribute 42.7% to students' performance reading comprehension in descriptive texts.

2. The Effect of Students' Learning Motivation on Students' Reading Comprehension in Descriptive Text.

The hypothesis test shows a significance value of 0.000 and a t -count of 3.591 both indicating that learning motivation significantly affects students' ability in reading comprehension descriptive texts. The contribution of learning motivation is calculated as $0.58 \times 0.473 \times 100\% = 27.434\%$.

Keller's theory of learning motivation focuses on four key components: Attention, Relevance, Confidence, and Satisfaction (ARCS). Attention captures learners' interest, Relevance connects learning to their goals, Confidence fosters belief in their abilities, and Satisfaction provides positive reinforcement. This theory conveys that understanding these motivational factors is crucial for educators to create engaging environments that enhance learning outcomes.

having strong learning motivation significantly influences a learner's ability to write effective descriptive texts. Motivation enhances clarity and accuracy in writing, suggesting that engaged learners are more likely to communicate effectively. Moreover, fostering a rich vocabulary is vital for engaging readers, as it allows for more precise and impactful expression.

The hypothesis testing results confirm that students' learning motivation has a direct and significant influence on students' reading comprehension in descriptive text. When combined, grammar mastery accounts for 42.7% of the variance in students' reading comprehension performance ($R^2 = 0.427$).

3. The Effects of Grammar Mastery on Students' Reading Comprehension in Descriptive Text.

Based on the data in Table 4.12, grammar mastery has a significant impact on students' reading comprehension in descriptive texts. This is evidenced by a significance value of 0.000 ($p < 0.05$) and a t -count of 5.489. The contribution of grammar mastery to students' reading comprehension performance is calculated as $0.66 \times 0.583 \times 100\% = 38.47\%$. These findings support the research hypothesis that vocabulary mastery significantly influences students' descriptive text writing skills. In today's context, grammar mastery and reading comprehension are more essential than ever. While literacy requires a solid understanding of grammatical structures, many junior high school students in Indonesia show limited interest in writing, particularly in constructing narrative or descriptive texts. This challenge is often reflected in their difficulty producing well-written descriptive texts during assignments. Yet, having a strong foundation in grammar is critical for academic progression, as it enhances clarity and effectiveness in communication. Additionally, strong reading comprehension skills are vital for understanding and analyzing descriptive texts, further supporting students' writing abilities.

According to Murphy's (1990, pp. 115), grammar mastery is essential for effective communication in writing. Students who possess a solid understanding of grammatical structures are better equipped to express their ideas clearly and accurately. In contrast, those with limited grammar skills often struggle to construct coherent descriptive texts. Therefore, developing grammar mastery is crucial for students, as it significantly enhances their writing proficiency.

A lack of grammatical knowledge is one of the most significant obstacles to writing success. Mastery of grammar involves understanding rules and applying them correctly across different contexts. This process requires continuous practice and intentional effort, as students must engage with language in meaningful ways to improve their skills. Exposure to well-structured texts can further facilitate this development.

Reading comprehension is equally vital in writing descriptive texts, as highlighted by Murphy. Strong comprehension skills enable students to analyze effective writing techniques, allowing them to incorporate similar strategies into their work. The better a student comprehends descriptive texts, the more proficient they become in crafting their own. This underscores the interconnectedness of grammar mastery and reading comprehension in developing effective writing skills, emphasizing the importance of both for academic success.

The hypothesis testing results confirm that grammar mastery has a direct and significant influence on students' reading comprehension in descriptive texts. In fact, grammar mastery contributes more strongly than students' learning motivation, as shown by the t-count value of 5.489 compared to

3.591. When combined, students' learning motivation and grammar mastery account for 42.7% of the variance in students' reading comprehension performance ($R^2 = 0.427$).

CONCLUSIONS

Based on the results and discussion presented, the following conclusions can be drawn:

1. There are Effects of Students' Learning Motivation and Grammar Mastery on Students' Reading Comprehension in Descriptive Text. This is demonstrated by a significance value of 0.000 ($p < 0.05$) and an F_{count} of 31.660.
2. There is an Effect of Students' Learning Motivation on Students' Reading Comprehension in Descriptive Text. This is evidenced by a significance value of 0.000 ($p < 0.05$) and a t_{count} of 3.591
3. There is an Effect of Grammar Mastery on Students' Reading Comprehension in Descriptive Text. This is shown by a significance value of 0.000 ($p < 0.05$) and a t_{count} of 5.489.

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