

The Effect of Learning Media and Motivation towards Students' Reading Ability as an Experiment Study at Private Colleges in Subang Regency

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Abstract

The Effect of Learning Media and Motivation towards the Students' Reading Ability at Private Colleges in Subang Regency. The aim of the research is to know the effects of learning media and motivation towards the students' reading ability at private colleges in Subang regency. The total sample constitutes 50 students. The technique of collecting data uses questionnaires and reading test by multiple choice with 20 items instrument. The writer uses quantitative method to know the effects of independent variables towards dependent variable. The statistics test used is descriptive statistics and Tukey comparison. These findings are 1). There is significant effects of learning media towards the students' reading ability at private colleges in Subang regency proved by the significance value $0.000 < 0.05$ and $F_{observed}$ equals to 102,914. The average of the students' reading ability with high motivation is greater than that of with low motivation. The mean of the experiment class equals to 81.42 and conventional class equals to 68.76. 2). There is effect of motivation towards students' reading ability at private colleges in Subang regency and proved by the value of sig $0.000 < 0.05$, and $F_{observed}$ equals to 14.671. The total motivation equals to 77.48 for high motivation students, and 72.70 for low motivatin students. 3). There is effect of learning media and motivation towards the students' reading ability, proved by the value of sig $0.005 < 0.05$ and $F_{observed}$ equals to 8.230.

Keyword: Learning Media; Motivation; Reading Ability

Abstrak

Pengaruh Media Pembelajaran dan Motivasi terhadap Kemampuan Membaca Siswa pada Perguruan Tinggi Swasta di Kabupaten Subang. Penelitian ini bertujuan untuk mengetahui pengaruh media pembelajaran dan motivasi terhadap kemampuan membaca siswa pada perguruan tinggi swasta di Kabupaten Subang. Jumlah sampel sebanyak 50 siswa. Teknik pengumpulan data menggunakan angket dan tes membaca dengan pilihan ganda dengan instrument sebanyak 20 butir. Metodologi yang digunakan adalah penelitian eksperimen untuk mengetahui pengaruh variable bebas terhadap variabel terikat. Uji statistik menggunakan statistik deskriptif dan perbandingan Tukey. Temuannya adalah 1). Terdapat pengaruh yang signifikan media pembelajaran terhadap kemampuan membaca siswa pada perguruan tinggi swasta di Kabupaten Subang, dibuktikan dengan nilai signifikansi $0.000 < 0.05$ dan $F_{observed} = 102.914$. Rata-rata kemampuan membaca siswa dengan motivasi tinggi lebih besar daripada siswa dengan motivasi rendah. rerata kelas eksperimen sebesar 81,42 dan kelas konvensional sebesar 68.76. 2). Ada pengaruh motivasi terhadap kemampuan membaca siswa pada perguruan tinggi swasta di Kabupaten Subang, dibuktikan dengan nilai signifikansi $0.000 < 0.05$, dan $F_{observed}$ sebesar 14.671. Total motivasi adalah 77.48 untuk siswa dengan motivasi tinggi, dan 72.70 untuk siswa motivasi rendah. 3). Ada pengaruh media pembelajaran dan motivasi terhadap kemampuan membaca siswa, dibuktikan dengan nilai signifikansi $0.005 < 0.05$ dan $F_{observed}$ sebesar 8.230.

Kata kunci: Kemampuan Membaca; Media pembelajaran; Motivasi

INTRODUCTION

English is an international language and it spoken in multifarious ways, depending on the geographical area of the individuals, with social and cultural aspects playing essential roles in shaping and influencing the form English text. People from all over the world are speaking their own distinctive English: Singaporean English, Indian English, Nigerian English, Indonesian English, and many others. In Indonesia, English is taught as a foreign language for about 13 years from primary school until university level. High school students are obliged to have good English proficiency to prepare them to continue their study to the university or to the work field. In order to achieve their academic goals, they need to improve their English language proficiency in four basic skills: listening, speaking, reading, and writing.

Richards, skills is the style that language used. According to him, the skill refers to productive skills including speaking, writing and receptive skills, including reading and listening (1985:160). Reading is an important skill that every student must have, especially for EFL (English as Foreign Language) students. It is needed for students to understand any text material. That will be essential need to be successful in their academic and future career or job. It also becomes increasingly important skill to be taught in learning English language as it becomes basic language curriculum and essential for students in Indonesia. Reading is also one of the most dominated subjects in English examination. It means that the student must have a good reading comprehension to be able to pass on the examination in their schools. Reading is the most difficult skill for the students compared with the other three skills of English language. Student's inability to comprehend texts often can be seen among first year students where they still have difficulties in dealing with reading English texts. Reading comprehension is to master the total message of the writer, both main points and supporting details. It is that stage of understanding at which the reader is able to paraphrase the author's ideas but has not yet made a critical evaluation of those ideas. This type of reading is the primary concern of classes for reading. In fact, the most common weakness of reading courses is that this style of reading—the careful word-by-word approach—is practiced exclusively, without recognition of the fact that it is not necessary for some tasks and insufficient for others. Holding students accountable for what they have read is valid. However, when developing thorough comprehension questions, a number of pitfalls should be avoided. We must make sure that the questions have the focus and direction of a passage. The information demanded by a question is accessible to the students during a careful reading. A good rule to follow when developing exercises is to read the passage and construct initial questions on the major points without looking back to the selection. We can hardly expect students to retain more after one reading than we have. Certain materials (such as research articles or textbooks) require careful reading and study, and we expose students to a number of such readings. Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. Davies (1995:1) says that reading is a private activity. Grellet (1998:7) defines reading as an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. Wallace (1992: 4). Williams (1996: 51), there are three main phases needed to be followed in reading activity, namely: 1). Pre reading and 2). Whilst reading.

Bartol and Martin (1998) consider motivation a powerful tool that reinforces behavior and triggers the tendency to continue. Motivation is a term used to describe those processes both instinctive and rational. People seek to satisfy their basic drives, perceived needs and personal goals which triggers human behaviour. Therefore motivation is a process and a drive Motivation may be defined as keenness for a particular behaviour or simply willingness to work in order to achieve a predetermined reward or goal. The introduction of students' motivation as well as possible is the first step in making strategic in student learning. Ability to recognize the motivation of a student is the provision of a teacher to show the performance of his professionalism. A teacher who is able to

capitalize on student's motivation in the process of implementation of education and learning, is the teacher who managed to carry out its executive duties and function properly. The motivation that is necessary known by a teacher in carrying out the process of learning English are integrative motivation and instrumental motivation. Integrative motivation is a motivation acquired under the student to express their desire to learn English is one of them wants to be an English teacher or they are eager to be an English expert. While the instrumental motivation gained students to learn English language in the hope that they can use English as an instrument to get a job or to be able to work in relevant fields with their best. Motivation results from the interaction of both conscious and unconscious factors such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class. within the achievement goal approach (Elliot, 2005), motivation is conceptualized as being based in very stable personality attributes.

Media is everything that can transmit information from a source of information to the recipient information. Media is a tool that is used as a channel for conveying message or information from a source to recipients (receiver) (Soeparno, 1988: 1). It's the tools for teaching and learning communication process (Rohani, 1997: 2-3). Van Els et al. (1984), media are all aids which may be used by teachers and learners to attain certain educational objectives. Hamijoyoas quoted in Latuheru (1988) states that instructional media are the media whose function is integrated in the instructional objectives stated in the syllabus. Heinich (1993) also states that media are instructional media when they carry messages with an instructional purpose. Suleiman (1988) asserts that instructional media are the media. Richards (in Kasbolah, 1993:10) defines the instructional media as the media which are used within the instructional design. It is a tool that is used as a channel for conveying message or information from a source to recipients (receiver). It is anything that can be seen that act as an intermediary, the means, the tools for teaching and learning process. In other hand, media is any object that is manipulated, seen, heard, read, or talk about their instrument used for such activities. It includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. One of the media is e-learning and it can mean different things to different people. However, what it essentially boils down to is using technology to gain skills or knowledge. We are quite broad by using the term technology because the training provided by safety media can be completed using any internet enabled device including computers, iPads and even smart phone. E-learning can be instructor led and includes engagement with the learner in the form of text, images, animation, video, audio or a combination of all of them. Let's take a look at why it is deemed to be the future of learning. Sudi Lestari, et.al states there are six of learning media, Heinich and Molendo (2005) 1). *Teks merupakan elemen dasar bagi menyapaikan suatu informasi yang mempunyai berbagai jenis dan bentuk tulisan yang berupaya memberi daya tarik dalam penyampaian informasi* 2). *Media Audio, membantu menyampaikan maklumat dengan lebih berkesan, membantu meningkatkan dayatarikan terhadap sesuatu persembahan. Jenis audio termasuk suara latar, music atau rekaman suara dan lainnya* 3). *Media Visual media yang memberikan rangsangan-rangsangan visual seperti gambar/foto, sketsa, diagram, bagan, grafik, kartun, poster, papan bulletin dan lainnya* 4). *Media Proyeksi Gerak, Termasuk di dalamnya film gerak, film gelang, program TV, Video kaset (CD, VCD, atau DVD)*5). *Benda-benda tiruan/miniature, seperti benda-benda tiga dimensi yang dapat disentuh dan diraba oleh siswa. Media ini dibuat untuk mengatasi keterbatasan baik obyek maupun situasi sehingga proses pembelajaran tetap berjalan dengan baik* 6). *Manusia Termasuk di dalamnya guru, siswa, atau pakar/ahli dibidang/materi tertentu.* Davies (1980:193) divides the function of media into two kinds. They are aids to instruction and aids to learning.

Comprehension is the mind act or power of understanding (Hornby, 1987: 174). Therefore reading comprehension means understanding what has been read. It is an active process that depends

not only on comprehension skill, but also on the reader's experiences and prior knowledge. In line with Hornby, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. There are several problems in learning reading comprehension found in reading comprehension among the students. Limited vocabularies are assumed to have minimized the students' reading comprehension in English text. The English text with many kinds of topics are always difficult for students to comprehend because of the shortcomings of words they have in their mind as they look up and understand the English books. Most of the schools and Colleges have lack of media to support the learning process especially reading comprehension of the English text. The relevant media, the method of teaching from the teachers, and the strong motivation of the students to learn English seem the real problems that the schools have. The next obstacle is student's reading habit which influence their reading comprehension. The students without strategy and highlighting text cannot comprehend the text actively. Reading actively needs some appropriate reading strategies used to support and act as role model like teachers, parents and other competent readers to motivate them to read and demonstrate what comprehension sounds like when a good reader thinks about a text to aid student's in reading English texts with a better understanding. It is one of the fundamental responsibilities of teachers is therefore teaching their students to read. Teachers are expected to be able to model and explain the reading comprehension strategies, have their students practice using certain strategies with a support, and let students know. The students still struggling to comprehend a meaning from the text they have read. These situations are causing lack of interest and enthusiasm in learning reading among students. It is assumed that the students seldom got involved actively in the activities in classroom in the teaching learning process. The teacher tends to use traditional method which asked the students to read and completed the task by themselves individually. The students who have good reading comprehension might do it well and the students who did not have, would find it difficulties in doing the task without being helped by their friends or teacher.

Other researchers with relevant studies, Virna (2018) in her final project stated that most of the students have difficulties in comprehending text. The students felt hard in getting topic, main ideas and supporting details which is stated in the text. According to Sudiran (September 2015, Vol. 12, No. 9) University of Muhammadiyah Malang, the use of Internet to access reading materials is very important since students frequently access Internet to find the reading materials. Many writers tend to agree that there is a relationship between reading comprehension and online media and this relationship is not one-directional, since online media with vocabulary knowledge can help the students comprehend reading and contribute to vocabulary growth needed by the students' reading comprehension.

It seems that students can easily comprehend the text with the media of the same limited vocabularies. It is predicted that the text available any time in the students' gadget is correlated to support the habit of reading the English text, since they will look up the difficult words very often and, since then, from English dictionary or Google translate as they meet the difficult ones. That's why the online English text will support the students to meet and force them to find the meaning of what is new in the text, and even guessing the meaning of the vocabularies from the context of the topics. It is assumed that students by using certain strategies in reading activity in the classroom are required, to get all students be happy in reading materials and periodically use the reading activities. There are some reading strategies that can be used as a tool to improve student's reading comprehension, one of the reading strategies is using English online media to make them try understanding and comprehend.

METHODS

The research used the experimental method to the students of Subang University in the regency of Subang. The independent variables are the learning media and the motivation of the students. The dependent variable is reading ability (Y).

The research used “*Kuasi-Eksperimen*”, and the subject is not classified randomly because the students have been classified the scheduled classroom of the university. The research was conducted in the class of experiment and conventional class. The students in the experiment class are those with using the learning media for reading ability and the conventional class are studying without learning media. The research design will be Pre-test Post-test Control Group Design (Fraenkel, 1993) as follow:



Description :

R : the sample taken from the class

X : treatment in the experiment class

O : Pre-test and post-test is test to know the ability of the student reading ability.

The independent variable for the research is learning media and motivation of the students, and the dependent variable is the students reading ability. The research was done by the researcher alone toward all the classroom to know what happen in the learning process.

Methods used in this study is the quasi-experimental design with factorial 2 x 2 as follows:

Table 1
The Research is Designed by a factorial design 2 x 2 as follows:

Learning Media* Motivation*	Modern Media (A1)	Conventional Media (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2
Σtotal	ΣA	ΣB

Description:

A1B1 = Group of students with high motivation learning with learning media in the experimental class.

A2B1 = Group of students with high motivation in conventional class.

A1B2 = Group of students learning media in experiment class with low motivation using.

A2B2 = Group of students in conventional class with low motivation and learning.

FINDINGS AND DISCUSSION

This research is with two factors experiment namely Learning Media (A) and motivation (B). Learning media can be conducted in two levels namely experiment with learning media (A1), and the second class control with o one (A2).

The second factor is motivation with two classes : the high motivation class (B1), and low motivation (B2). The descriptive data about reading ability in English includes: 1) data result of English reading ability that was taken from the classroom with Learning media in experiment; 2) data result of English reading ability that was taken from the class with no media in conventional class; 3) the data of the students who have high motivation to learn English ; 4) data of the students who

have a low motivation to learn English in reading ; 5) the data of the students of English reading ability taught with Learning media with high motivation to learn English in reading; 6) data of the students with English reading ability taught with Learning media with low motivation to learn English; 7) data of the students with English reading ability that was taught with Conventional method with high motivation to learn English in reading; and 8) data of the students with English reading ability taught with Conventional method with low motivation to learn English in reading.

Table 2 the Description of Statistics from the Output SPSS
 Descriptive Statistics

Dependent Variable:Reading Ability

Learning Method	Motivation	Mean	Std. Deviation	N
Llearning Media	high	85.60	4.822	25
	Low	77.24	5.364	25
	Total	81.42	6.581	50
Conventional	High	69.36	6.576	25
	Low	68.16	7.776	25
	Total	68.76	7.153	50
Total	High	77.48	9.992	50
	Low	72.70	8.046	50
	Total	75.09	9.340	100

Table 3 Descriptive Statistics Based on The Research Design

B (motivation)	State	A (Learning method)		Total
		A1 (experiment/learning media)	A2 (conventional)	
High motivation (B1)	n	25	25	50
	\bar{x}	85.60	69.36	77.48
	s	4.822	6.576	9.992
Low motivation (B2)	n	25	25	50
	\bar{x}	77.24	68.16	72.70
	S	5.364	7.776	8.046
Total	n	50	50	100
	\bar{x}	81.42	68.76	75.09
	S	6.581	7.153	9.340

Based on the table above it is clear the mean from the students with high motivation in learning using in the learning media equals 85.60 and the mean from the experiment class with low motivation equals 77.24. The total mean for the students both low and high motivation in the experiment class with learning media equals 81.42.

The mean of the conventional class with no learning media but with high motivation students equals 69.36. the mean of the conventional class with no learning media and low motivation students equals 68.16. The total mean for both low and high motivation students in conventional class equals 68.76.

The total mean of high motivation class from both experiment and conventional class equals 77.48. the total mean of low motivation class from both experiment and conventional class equals 72.70.

From the result of the research above it can be found that the class experiment motivation has greater result compared to the mean of the conventional class both the high and low motivation.

Figure 1
Learning media with high motivation students

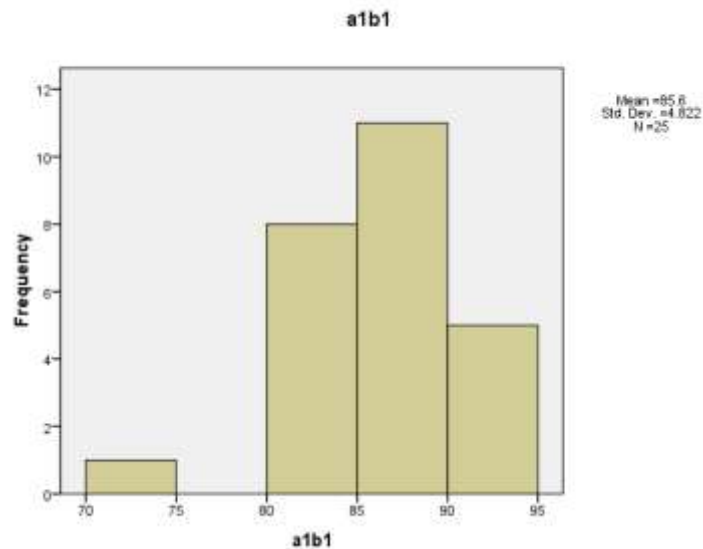


Figure 2
Learning media with low motivation

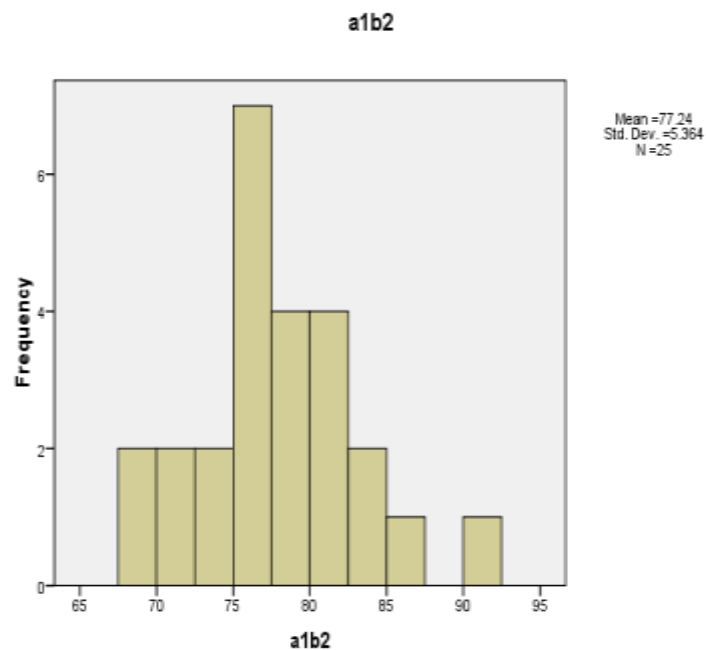


Figure 3
Learning with no media and high motivation students

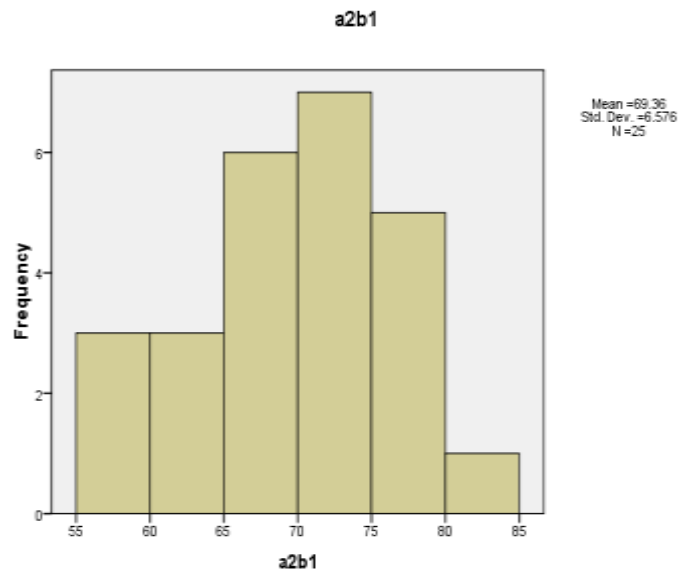
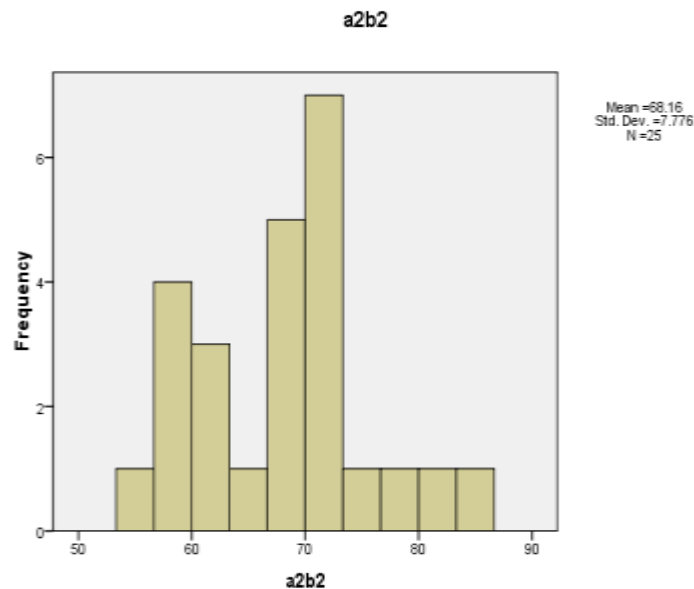


Figure 4
Learning with no media and low motivation students



A. Testing Requirement Analysis

Before acting the hypothesis test, it was conducted the requirement analysis test namely normality and homogeneity test.

1. Normality Test

To know whether or not the variable is normally distributed or not, it is conducted the normality test using *kolmogorof-smirnof* with spss 16 and to know whether it is used statistic

parametric or non parametric. It is tested the nil hypothesis by comparing the p value in the significance of 0.05 or by comparing the significance value with the following criteria: if the $sig. > 0.05$ it means that the data normally distributed. If the $sig. < 0.05$ it means that that the data nor normally distributed.

The steps of normality test

Analyze>nonparametric test>1-sample K-s>klick reading ability to test variable list >ok

Table 4 Normality Test
One-Sample Kolmogorov-Smirnov Test

		Reading Ability
N		100
Normal Parameters ^a	Mean	75.09
	Std. Deviation	9.340
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.069
Kolmogorov-Smirnov Z		.693
Asymp. Sig. (2-tailed)		.723

a. Test distribution is Normal.

Based on the table above it shows that result of the students' reading ability (Y) has the statistic test kolmogorof smirnof Z equals 0.693 and sig equals 0.723 > 0.05. It means that H_0 is rejected. It means that the students' reading ability follow the normal distribution.

2. Homogeneity Test

To know the differences from the class, beside the normality, another requirement needed is homogeneity variants. The test has the purpose to know whether or not the variant are from the homogeny population. The test for the students' reading ability was conducted by test of Levene in the significance 0.05.

Table 5 Homogeneity Test Variable Y

Levene's Test of Equality of Error Variances^a

Dependent Variable: Reading Ability

F	df1	df2	Sig.
2.094	3	96	.106

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

The following is homogeneity hypothesis

Ho : homogeny data

H1: not homogeny data

The criteria are

If the sig (levene’s test) >0.05; so H₀ is accepeted and H₁ is rejected.

If the significance (levene’s test)<0.05; H₁ s accepted and H₀ is rejected.

Considering the result of the data above with spss 16, it shows that sig.0.106 >0.05, it means that H₀ is accepted and H₁ is rejected and the data is from the homogeny population.

From the result of both normality and homogeneity it is concluded that the requirement for the research has met, and the next is to test the hypothesis of the research.

B. Hypothesis Testing of the Research

Analysis of variance is one of the analysis of multivariate to know the difference of average of two classes by comparing the variance. Variant analysis is the parametric statistic.

Table 6 Test of Hypothesis
 Tests of Between-Subjects Effects

Dependent Variable:Reading Ability

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4898.510 ^a	3	1632.837	41.938	.000
Intercept	563850.810	1	563850.810	1.448E4	.000
A	4006.890	1	4006.890	102.914	.000
B	571.210	1	571.210	14.671	.000
A * B	320.410	1	320.410	8.230	.005
Error	3737.680	96	38.934		
Total	572487.000	100			
Corrected Total	8636.190	99			

a. R Squared = .567 (Adjusted R Squared = .554)

The following are the conclusion based on the above table.

1. Hypothesis 1

There is effect of learning media towards the students’ reading ability.

Sig>0.05; H₀ is accepted and H₁ is rejected

Sig<0.05; H₀ is rejected and H₁ is accepted

Based on the test using SPSS 20 it is found that the significance for the learning media Sig. = 0.000 < 0.05 and Fo = 102,914. that’s why it is concluded that there is a significant effect of the learning media towards the students’ reading ability. The average of the students’ reading ability with the high motivation is greater than that one with low motivation.

The mean of the experiment class equals 81.42 and the conventional class equals to 68.76, and it means that the students with learning media is better than those of the students with no learning media in the conventional class.

2. Hypothesis 2

There is effect of the motivation towards the students’ reading ability.

Sig>0.05; H₀ is accepted and H₁ is rejected

Sig<0.05; H₀ is rejected and H₁ is accepted

Testing by using SPSS 20 it is found that the significance for the motivation equals Sig.= 0.000 < 0.05 and Fo = 14,671, it means that there is a significant effect of motivation towards the students’ reading ability. However the total motivation are 77.48 for high motivation students, and 72.70 for low motivation students.

3. Hypothesis 3

There is effects of learning media and motivation towards the students' reading ability.

Sig>0.05; H₀ is accepted and H₁ is rejected

Table 7 Tukey HSD Multiple Comparisons

Reading Ability

Tukey HSD

(I) POST HOC	(J) POST HOC	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	8.36	1.765	.000	3.75	12.97
	A2B1	16.24	1.765	.000	11.63	20.85
	A2B2	17.44	1.765	.000	12.83	22.05
A1B2	A1B1	-8.36	1.765	.000	-12.97	-3.75
	A2B1	7.88	1.765	.000	3.27	12.49
	A2B2	9.08	1.765	.000	4.47	13.69
A2B1	A1B1	-16.24	1.765	.000	-20.85	-11.63
	A1B2	-7.88	1.765	.000	-12.49	-3.27
	A2B2	1.20	1.765	.904	-3.41	5.81
A2B2	A1B1	-17.44	1.765	.000	-22.05	-12.83
	A1B2	-9.08	1.765	.000	-13.69	-4.47
	A2B1	-1.20	1.765	.904	-5.81	3.41

Based on observed means.

The error term is Mean Square(Error) = 38.934.

*. The mean difference is significant at the 0.05 level.

Sig<0.05; H₀ is rejected and H₁ is accepted

By using the SPSS 20 it is found that the significance for the learning media and motivation equals Sig. = 0.005 < 0.05 and Fo = 8,230, that conclusion is there are any significant interactive effects of learning media and motivation towards students' reading ability and it has interaction so there is next analysis. It is Tukey. The following is the steps: analyze>general linear model>univariate> klick Y (reading ability) to dependent variable, click PH to fixed factors(s)> poshoc>klick PH to post hoc tests for > klick tukey > ok.

From the Table 7 it can be concluded that:

1. In the group of A1B1 and A1B2 it is clear that the mean difference equals to 0.836. It means that the difference between A1B1 and A1B2 equals to 0.836. it can also be seen from the significance value: 0.000<0.05, it means that there is significantly difference between A1B1 and A1B2 and the difference is big.
2. In group of A1B1 and A2B1, the class experiment and conventional class with high motivation. It shows that the mean difference equals to 16.24. it means that the difference equals to 16.24. The difference is big, it can also be seen from the significance: 0.000<0.05. it means that there is significant difference between A1B1 and A2B1, the experiment class and conventional class with high motivation.
3. In the group of A1B2 and A2B2, the class of experiment with low motivation and the conventional class with low motivation. It shows that the mean difference equals to 9.08. the difference is so big. It can also be seen from the significance value: 0.000 < 0.05. It means that there is significant difference between A1B2 and A2B2, the class of experiment with long motivation and the conventional class with low motivation.

4. In the group of A2B1 and A2B2, the conventional class with high motivation and the conventional class with low motivation, it is clear that the mean difference equals to 1.20. the difference is so small. It can also be seen from the significance value: $0.904 > 0.05$. it is small difference, and can be concluded that A2B1 and A2B1 is not significantly different.
5. In the group A2B2 and A2B1, the conventional class with low motivation and the conventional class with high motivation, it is clear that the mean difference equals to -1.20. the difference is small. It can also be seen from the significance value: $0.904 > 0.05$. it is small difference, and it can be concluded that a2b2 and a2b1, the conventional class with low motivation and the conventional class with high motivation, is not significantly different.

C. Interpretation of Research Finding.

Based on the result of the research above it can be interpreted as follow

1. There is effect of learning media towards the students' reading ability.
It can be seen from the significance of learning media $0.000 < 0.05$. and $F_o = 102,914$. Hence it can be concluded that there is effect of learning media toward the students' reading ability. It is also supported from the average of the students' reading ability with high motivation
It is concluded that media is related to reading ability because media is a tool that is used as a channel for conveying message or information from a source to recipients (receiver) (Soeparno, 1988: 1). The Media is anything that can be seen that act as an intermediary, the means, the tools for teaching and learning communication process (Rohani, 1997: 2-3).
2. There is effect of the motivation towards the students' reading ability.
It can be found from the significance of the motivation equals to $0.000 < 0.05$. and $F_o = 14,671$
It can be concluded that motivational theories aim to answer questions such as "Why do some students engage deeply, cooperate with others, enjoy learning, perform well, and thrive in school, whereas others procrastinate, avoid or fail to learn, disrupt the lesson, and drop out?" These questions have spurred the development of theory and programs of research for centuries.
3. There is effects of both the learning media and motivation applied interactively towards the student's reading ability.
It can be found from the significance of the variables namely $0.005 < 0.05$ and $F_o = 8,230$ the $F_{observed}$ namely $> F_{table}$. Here with the H_1 is accepted. Learning media is one of the factors considered in the activity of learning in the classroom. It is supposed that the teacher in the classroom prepare the learning media to support the students especially in the subjects needed. Learning media make the students interested to the subject and the motivation will be the great things to do work of school and the homework outside the classroom because it can help the students more diligent especially in reading activities. It can be concluded that there is effects of the learning media and the motivation toward the students reading ability.
It can be concluded that other motivational perspectives conceptualize motivation as an interaction between the individual's motivational system and environmental affordances. Self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000), for example, views motivation as an interaction between the individual's organismic needs of autonomy, competence, and relatedness and the environmental support for these needs.

CONCLUSION AND SUGGESTION

Based on the data, the result of the hypothesis and discussion it comes to conclusion that there is a significant effect of learning media towards the students' reading ability at private colleges in Subang regency. That is proved by the value of sig $0.000 < 0.05$ and $F_o = 102,914$. Significant effect of the motivation towards the students' reading ability is proved by the value of sig $0.000 < 0.05$. and $F_o = 14,671$. Significant interactive effects of the learning media and motivation towards the students'

reading ability is proved by $\text{sig } 0.005 < 0.05$ and $F_0 = 8,230$. The advance test used is Tukey, in the group of A1B1 and A1B2, the mean difference equals to 0.836 with the difference between A1B1 and A1B2 equals to 0.836. The significance value: $0.000 < 0.05$, there is significantly difference between A1B1 and A1B2.

In group of A1B1 and A2B1, the class experiment and conventional class with high motivation shows that the mean difference equals to 16.24. The difference equals to 16.24. with the significance: $0.000 < 0.05$. it means that there is significant difference between A1B1 and A2B1, the experiment class and conventional class with high motivation. In the group of A1B2 and A2B2, the class of experiment with low motivation and the conventional class with low motivation shows that the mean difference equals to 9.08. The difference is so big with significance value: $0.000 < 0.05$. There is significant difference between A1B2 and A2B2, the class of experiment with long motivation and the conventional class with low motivation. In the group of A2B1 and A2B2, the conventional class with high motivation and the conventional class with low motivation with the mean difference equals to 1.20. The difference is so small with the significance value: $0.904 > 0.05$. it is small difference, and A2B1 and A2B1 is not significantly different. In the group A2B2 and A2B1, the conventional class with low motivation and the conventional class with high motivation with the mean difference equals to -1.20. The difference is small with significance value : $0.904 > 0.05$, it can be concluded that a2b2 and a2b1, the conventional class with low motivation and the conventional class with high motivation, is not significantly different.

SUGGESTION

Based on the conclusion of the research, the following are suggestion for improving the students' reading ability.

1. The lecturer should use the learning media more interesting and in university that are more relevant and interesting to be applied in the classroom. In spite of the fact that there is correlation between the learning media to the students reading ability, the result of the experiment showed that the learning media is significantly interesting to the students reading ability.
2. The motivation has the effects towards the students' reading ability. It can be proved from the significant value with $0.000 < 0.05$ and they have motivation to read in English especially for reading.
3. The learning media and the students' motivation have a significant for supporting the reading ability, and the most important is that the other things such as media will be interesting to support their reading ability although that they have little motivation to read. However the motivation is only the beginning important things for students to start learning and the next will be significantly supported from the learning media whether or not they will be interested or not.

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