



An Analysis on Students' Motivation in English Reading

Sulaiman

sulaimaniainpontianak@gmail.com

IAIN Pontianak, Indonesia

Received: 15 September 2019; Accepted: 28 November 2019

Abstract

The purpose of this research was to know the students' motivation in English reading. The reason why this research was conducted was to find what the aspect which influences students' motivation in English reading and the reason behind it. The population of this research was 210 students. The researcher took 136 students as the sample of this research. The sampling technique that researcher used was simple random sampling. Then, 4 students purposively were interviewed by the researcher. The questionnaire result showed that, because of the high means score in reading curiosity (RC) was 3.30. Then, the mean score for reading involvement (RI) was 3.30. Also, the mean score for importance of reading (IRE) was 3.60, researcher concluded that the students were intrinsically motivated. The interviews result showed that, beside to add knowledge, or learn culture, most of them answered that their motivation was to add new vocabulary. Even though there was still negative attitude like feeling shy or afraid of making mistake, they thought that English reading was beneficial for them like to know other cultures. In order to promote learners' intrinsic motivation, one of the best ways might be by providing them with interesting material. The lecturer should provide a wide selection of interesting reading materials and let the students choose and read the book in a comfortable situation.

Keywords: motivation, English reading, analysis

Introduction

One of the obstacles in learning English as a foreign language is, learners have limited exposure to authentic English in their daily life (Chen, 2009). This is also happening in Indonesian students where English is learnt as a foreign

language. Many students hardly use English outside the class. For many students in Indonesia where English is learnt as a foreign language, reading can be as a main source of input. Reading is important for the students in their study, because reading is a factor that contributes to their study (Pretorius, 2000). If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

But, most of students in Indonesia do not have daily experience in reading English book (Iftanti's, 2012). Iftanti, also discusses that even though the students who learn English as a foreign language have positive belief about reading activities, the students still do not read English books often enough. One of the factors that promotes reading English book is motivation. Iftanti (2012) argues that to have students develop a good reading habit, motivation is the biggest factor in developing it. Kamil (2003: 7) also states that "motivation is the underlying factor that disposes one to read or not". In here, Kamil and Iftanti clearly state that motivation is what makes people read something. For example, the teacher urges the student to read English book because reading English book can improve their vocabulary. But, if the students do not have a good motivation they will not read English book.

Some of students have 'certain qualities' that others do not have. It can be assumed that main contribute on this is their perception on motivation and attitude towards learning English or reading in English. Skehan cited in Mori (1999) states that, learners in learning situation seem to bring certain quality of motivation. The researcher agrees on this notion, because when the researcher observed students in IKIP PGRI Pontianak, they rarely read English books. Even though reading books can improve their knowledge and enrich their vocabulary, they still do not read them.

Motivation

Many researchers define what motivation is. But, the most acceptable definition of motivation is come from Guthrie & Wigfield as cited in Parault and Williams (2009: 120) they define that, "motivation is a multifaceted set of goals and beliefs that guide behavior". In here Guthrie & Wigfield explain that motivation is what made people to do something based on their goals and believe. Guthrie & Wigfield also explain that motivation is a multifaceted. This part explains more by Guthrie. Guthrie (2001) explains that, there are many types of motivations within an individual, but some of it has low value while the other has high value.

It is believed that while learning a foreign language, a person who has strong motivation tends to expend the effort to learn that language thus increasing their proficiency. If a student has high motivation, he or she also had high language proficiency also. These statements align with Peng as cited in

Chen (2009) studies that there is positive correlation between language learning motivations with language proficiency. Early research about motivation for second language learning had been carried out by Gardner (1985). Gardner investigates motivation on English-speaking students learning French as a second language in socio-psychological aspects. To fulfil that, Gardner propose a scientific research for motivational studies to measure student motivation by developing a standardized motivation assessment instrument the Attitude/Motivation Test Battery or AMTB. That instrument still used largely in motivational research.

In AMTB, Gardner (1985) made a distinction between integrative and instrumental motivation. Gardner defines that the integrative motivation is desire or learners attraction to target culture or language. In here learner assimilates target language into their daily life. The instrumental motivation based on Gardner definition is desire or attraction on learning target language for more practical merits. For example they learn target language for getting a good grade. For promoting second language acquisition Gardner further explains that integrative motivation was more effective than instrumental motivation.

There is no researcher argues about the importance of socio-psychological aspects of motivation that Gardner's propose. But, in early 1990's Gardner's model of motivation receive critique. According Crooks and Schmidt (1991) the definition of integrative motivation is ambiguous. The other critique is come from Dornyei (1990). He reports that Gardner model is not directly applicable if the study is carried out in different context, because it gives contradictory result.

Reading

One of obstacles in learning English as foreign language is, learners have limited exposure to authentic English in their daily life (Chen, 2009). This is also happening in Indonesia students where English is learn as foreign language, they hardly use English outside the class. That little opportunity to use English makes it hard for learner to find a reason to study the language. To put it into simpler word, they do not see what the importance of learning English itself.

For many students in Indonesia where English is learnt as foreign language, reading can be as a main source of input. As stated in background of this study, Pretorius (2000) claims that reading influence the students on their academic life. However, they do not read much. The reasons for this problem are lack of vocabulary, little access on English reading book, motivation to read book itself. Since childhood a person naturally learn at least one language to communicate with others, but they do not automatically learn how to read. According to Wagner as cited in Rayner (2001) reading is a process where reader extracts information on printed character. To get accurate information for example reading newspaper is difficult process if they do not have a good understanding on character that use in newspaper. Therefore, reading is needed to be taught and learnt as early as possible, because people will not

able to read if they do not learn how to read.

The other definitions come from Leipzig (2001). Leipzig defines that reading has multifaceted process, they are: decoding, ability to understand text (comprehension), ability to read text accurately (fluency) and motivation. Based on two explanations above, researcher concludes that reading is a multifaceted process where reader gets accurate information based on their decoding, comprehension, fluency, and motivation from printed text. Reading is influenced by certain factors. According to Kamil (2003) research synthesis on reading there are certain factors that inhabit improvement reading itself, they are: Motivation, Skill related to alphabetic principle, Fluency, Vocabulary, Comprehension, Prior knowledge, and Strategy instruction.

Reading Motivation

Some of students have 'certain qualities' that others do not have. It can be assumed that main contribute on this is their perception on motivation and attitude towards learning English or reading in English. Skehan as cited in Mori (1999) states that, learners in learning situation seems to bring certain quality of motivation. In this study, researcher focuses on reading motivation. Parault and Williams (2009: 120) state that "reading motivation would be the set of goals and beliefs that guide behavior in regards to reading". While Guthrie and Wigfield as cited in Kamil (2003: 7) define Motivation (in reading) as "the cluster of personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading that an individual possesses". Based on two explanations above, researcher concludes that motivation (in reading) is set of personal goals, values and beliefs that guide individual in regards to reading.

The most influential concept of reading motivation is proposed by Wigfield and Guthrie (Mori, 2002). They conceptualize a multidimensional model of reading motivation. Wigfield and Guthrie conceptualize the nature of motivation in reading domain. Because of lack of literature and research on reading motivation, Wigfield and Guthrie find support for their model on reading motivation. That model is based on theory concerning reading motivation and engages on reading.

Based on motivation literature, and engaging in reading activity, Wigfield and Guthrie (1997) believe that reading motivation needs to be conceptualized from three perspectives. First perspectives are individuals' beliefs about their efficacy to achieve. Second perspective is achievement values and goals, this theory dealing with the purposes individuals have for doing different tasks; these constructs include valuing of achievement, and goals for achievement. Third are social aspects of motivation.

Relevant Studies about Motivation in English Reading

In attempt to investigate amount and breadth of reading for children,

Wigfield and Guthrie (1997) develop a theoretical and empirical account of motivation for reading or Motivation for Reading Questionnaire (MRQ). Wigfield and Guthrie believe that an important contribution on amount and breadth of reading in children is motivation. They believe that reading motivation needs to be conceptualized from three perspectives which entail eleven sub components. They administered the MRQ to 105 fourth and fifth graders in the United States in an attempt to identify empirically aspects of reading motivation. The statistical analyses of the data obtained confirmed Wigfield and Guthrie's claim for the reading motivation is indeed multidimensional.

In second language field, Day and Bamford as cited in Chen (2009) develop model for reading motivation in L2 context. This model includes four major variables to determine students' reading motivation. The variables consist of material, reading ability, attitudes, and socio cultural environment. Chen also argues that Day and Bamford model lack empirical evidence. To investigate multidimensionality of reading motivation in foreign language, Mori (2002) develops reading motivation questionnaire for investigating motivation to read in foreign language. The questionnaire develops after consult on Wigfield and Guthrie (1997) model of reading motivation. Three components did not included in Mori's study (competition on reading, reading recognition, and social reason for reading) because these three component are not relevant to university student. The participant in Mori's studies was 447 students at a women's university in Japan. The result of Mori's study, motivation to read in English could be divided into four sub-components; they are Intrinsic Value, Attainment Value, Extrinsic Utility Value, and Expectancy for Success.

Chen (2009) also investigates reading motivation in foreign language context. Based on argument that reading motivation in L2 lacks in-depth study, Chen adopted Wigfield and Guthrie (1997) theoretical aspect of reading motivation to investigate reading motivation of Taiwanese university students'. The participant in Chen's studies was 287 English major students in Taiwan. The results of Chen's study was even though the students were intrinsically and extrinsically motivated, the students was more inclined to intrinsic motivation.

Research Method

To answer the research problem in this research, the researcher conducted a descriptive analysis method. According to Cohen, et al (2000: 205), "descriptive is to describe and to interpret what is." While Postlethwaite (2005) describes that, **descriptive explains up to date information**. Since the purpose of this research is to investigate the students' motivation in English reading, descriptive method is therefore used.

Participant

1. Population

There is a need to know definition of population first if researcher for this study. According to Muijs (2004: 15), "population is the group of people we want to generalize to." The population for this study was second semester students in English study program. In second semester of English study program, the students were divided into five classes. They were three morning classes, and two afternoon classes. There were forty four (44) students in class A morning, forty six (46) students in class B morning, forty tree (43) students in class C morning, forty two (42) students in the class A afternoon, and thirthy five (35) students in class B afternoon. In total, the population of this research was 201 students.

2. *Sampling*

In this research, the researcher used simple random sampling. The reason why researcher uses simple random sampling was to obtain smaller group as representative so that group generalization to a larger population is accurate (Lapan, 2004). The researcher took 136 students as the sample of this research. The size of random sampling was taken referring to the table of random sampling as proposed by Krejcie and Morgan as cited in Cohen et al (2000).

Technique and Tool of Collecting Data

For technique of collecting data, the researcher used observation. According to Marczyk et al (2005), Observation is "the process of making careful and accurate measurements, which is a distinguishing feature of well-conducted scientific investigations." In here, Marczyk explains that by using observation, the researcher needs to have accurate measurement based on the problem that the researcher will investigate.

While to answer research problems that researcher describe above, researcher used two tools for collecting data, namely questionnaire and interview. The questionnaire was used to answer the first research problem, which is "the most influential aspect affecting student's motivation towards reading in English" While semi structured interview was used to answer the second research problem, which is "the reasons underlying student's motivation towards reading in English. In this research there were 136 students participating to answer the questionnaire. There are 23 questions that the researcher had taken from Wigfield and Guthrie (1997), and Chen (2009) studies on reading motivation (see appendix A). According to Mori (2002), although Wigfield and Guthrie originally insert eleven components in their MRQ (Motivation for Reading Questionnaire), three components were not included in this study (competition on reading, reading recognition, and social reason for reading) because these three component originally design for elementary student. These components were not suited for participant in this study. The questionnaire contained eight components. They are:

Table.1 Component of students reading motivation.

No	Components	Total Items
1	Reading Efficacy (RE),	3 items
2	Reading Challenge (RCH)	3 items
3	Reading Work Avoidance (RA)	3 items
4	Reading Curiosity (RC)	3 items
5	Reading Involvement (RI)	2 items
6	Importance of Reading (IRE)	3 items
7	Reading for Grades (RG)	4 items
8	Compliance (RCM),	2 items

By using four point Likert type scales, ranging from strongly agree to strongly disagree (4 = strongly agree, 3 = agree, 2 = disagree, and 1 = strongly disagree). This tool of collecting data was to measure student's motivation for reading (see appendix C). The questionnaire was translated into Indonesian (see appendix D), so the respondent can give researcher better respond. Before this study was conducted, the researcher measured the reliability of the items. Reliability is needed to measure whether those tools give researcher a reliable test item. According to Nunnally as cited in Santos (1999) for test item that called reliable, the value of Alpha ≥ 0.7 . The reliability of questionnaire used in this research will be measured with Alpha Cronbach formula. Questions for Interview

The second tools are questions for interview. On this part, the researcher asked students on several questions about certain topic or indicator (see appendix B). The indicator is mainly about motivation on reading. The interview is based competence and reading efficiency, achievement values and goals for reading that Wigfield and Guthrie (1997) propose. There are five questions for interview that researcher took from Chen (2009). In this research there are four (4) students who participate in this interview. The criteria of choosing the participant were two students who got higher score in questionnaire and two students who got lower score in questionnaire. The reason why the researcher take 2 lower and 2 higher scoring in questionnaire based on similar research done by Chen (2009). Chen takes 5 higher and lower students in score as his participant in interview. In addition, the researcher will use tape recorder in recording the interview.

Technique of Data Analysis

Questionnaire

The quantitative data of questionnaire was made into table and computed by using Microsoft Excel. After that the data analysed in terms of mean score. Mean score are needed so researcher knows what kind of motivation that motivated the student most on reading. Interview

For interview data, the researcher used content analysis to interpret the interview. According to Travers as cited in Cohen et al (2000: 164) content analysis is “a multipurpose research method developed specifically for investigating a broad spectrum of problems in which the content of communication serves as a basis of inference.” Interviews also answer the second research problem.

Findings and Discussion

Findings

Findings from the Questionnaire

The questionnaire consists of 23 items and distributed to 136 second semester students' of English major in IKIP PGRI Pontianak. This tool of collecting data is to answer first research problem.

i. Competence and Reading Efficacy.

This part discuss mainly about competence and reading efficacy. If the readers believe that they were competent and efficacious readers, they would be more engaged in reading activity. But, if the readers believed that they were not competent and efficacious readers, they would be less engaged in reading activity. This part can be divided into reading efficacy (RE), reading challenge (RCH) and reading work avoidance (RA).

ii. Achievement Values and Goals

This part talks about achievement values and goals. This part can be divided into reading curiosity (RC), reading involvement (RI), and importance of reading (IRE). Meanwhile, extrinsic motivation mostly concerned with reading for grade (RG)

iii. Social Aspects of Reading

This part talks about social aspects of reading. The reasons student read in social settings, is to achieve social goals. This part can be divided into reading compliance (RCM).

After the researcher analysed the frequency on each items, the researcher searched mean score for each motivational item. The means for each reading motivational items were summarized in Figure 1, Figure 2, and Figure 3, below:

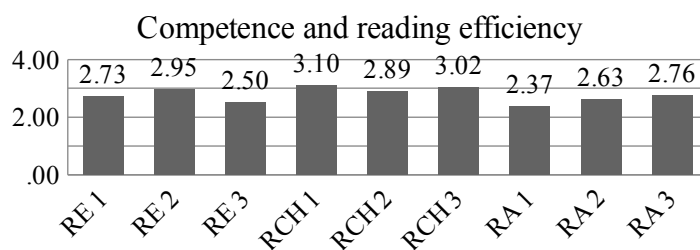


Figure 1
 Means for Competence and Reading Efficacy

We can see from figure above that only two item where mean score past 3.00. They are RCH 1 (statement I like hard, challenging books) with the mean score 3.10 and RCH 3 (statement if a book is interesting I don't care how hard it is to read) with mean score 3.02. This result implied that students agree with whether it is hard or challenging book they still read the book as long it is interesting for them. In this component there are many items where mean score below 3.00. Especially RA 1 (statement I don't like vocabulary questions) with mean score 2.37. This result implied that they did not avoid vocabulary type question.

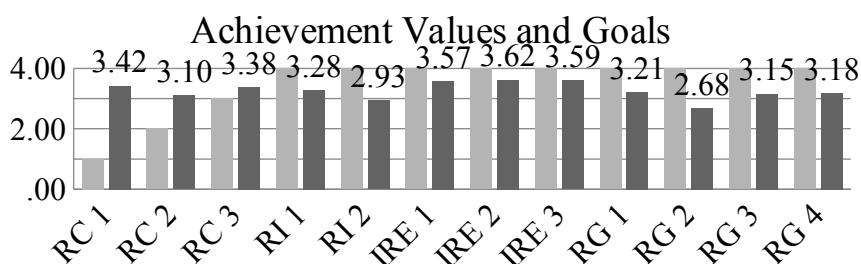


Figure 2
 Means for Achievement Values and Goals

We can see from figure above that many items where mean score past 3.00. Especially IRE 2 (statement Reading English is important, because it will make me more knowledgeable person) with the mean score 3.62, and IRE 3 (statement Reading English is important, because it will be helpful on my general education) with the mean score 3.59. This result implied that students strongly agree with reading can add their knowledge and reading also can be use on their general education. In this component only two items where mean score below 3.00. Like RI 2 (statement I read a lot of adventure stories) with mean score 2.93 and RG 2 (statement my parents ask me about my reading grade) with mean score 2.68. This result implied that they do not read

adventure theme book and their parents does not actively ask them on their progress in reading class.

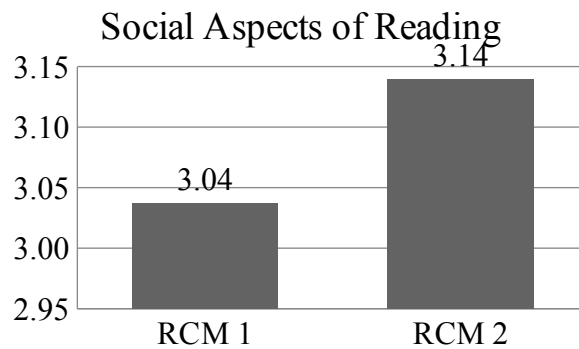


Figure 3
Means for Social Aspects of Reading

We can see from figure above that all items where mean score past 3.00. Especially RCM 2 (statement finishing every reading assignment is very important to me) with the mean score 3.14. This result implied that students tried to finish their reading assignment from their lecturer on time.

Findings from the Interviews

Interviews were conducted mainly to answer research question two: the reasons underlying student's motivation towards reading in English. The results of interview also support the findings in questionnaire on students' reading motivation. In this section, there were 4 students who participate in interview. The data were classified based on content analysis. The participant of this interview divided into two categories, the first categories were N and D who scoring higher in questionnaire. The second categories were I and E who scoring lower in questionnaire. And based on result, it can be dividing into two themes that explained below:

a. Competence and reading efficacy.

This part talks mainly about competence and reading efficacy. If the reader believes that they are competent and efficacious reader, they would be more engage in reading activity. But, if the reader believes that they were not competent and efficacious reader, they would be less engage in reading activity. The students were asked on how they evaluate their reading ability. There were two contrast answers in this question. The higher scoring evaluates their reading ability was good. The reason underlying this was, they indulge themselves with English reading.

On the contrary, lower scoring evaluates their reading ability was bad. The reason underlying this may come from afraid of doing mistake or too much attention to get a good score. This kind of attitude was not good for students,

because if the reader believed that they were not competent and efficacious reader, they would be less engage in reading activity.

b. Achievement values and goals.

These parts talk about achievement values and goals. This category divided into two parts that were intrinsic and extrinsic motivation. The student asked on how they check their reading comprehension. There are two contrast answers in this question. For higher scoring, they check reading comprehension by taking conclusion and retell from text that they read. This result implied that they read not to get a good score but as amusement.

On the contrary, lower scoring check their reading comprehension by score or grade that they got from reading question. This result implied that they read to get a good score or evaluation. The result of interviewed students when asked the importance of reading that was beside to add knowledge, or learn culture, 4 of them answered to add new vocabulary. The result from student's interview implied that, the intrinsic motivation takes major role to make students read English book.

Discussion

Based on questionnaire which had been analyzed in research findings, the students more inclined to intrinsic type motivation. Then, in interview data, students answer was to add vocabulary. The component for achievement values and goals got highest mean score in questionnaire. Especially for intrinsic motivation, if researcher compare it with extrinsic motivation. Similar result were reported by Wigfield and Guthrie (1997) and Chen (2009) research about students' motivation in English reading. In their studies, they found that intrinsic motivation as strongest factor that contribute on students' motivation in English reading.

The reason underlying students reading motivation was beside to add knowledge, or learn others culture, 4 of them answered to add new vocabulary. Even though there was still negative attitude like shy or afraid of making mistake, they think that English reading is beneficial for them. Similar result was reported by Iftanti (2012), she reported that the reason underlying students' motivation towards reading in English was to improve their knowledge and their English skills.

Researcher concludes that, the intrinsic type motivation take bigger role in nurturing students reading motivation. It's mean that students read as hobby or they very like reading. For the reason underlying students' motivation towards reading was to add vocabulary.

Conclusion

The purpose of this study was to know which was the most aspect which

influences students' motivation in English reading and the reason behind it. These data include from the questionnaire, and from the interview of students'. The questionnaire was distributed to 136 students and interview was done with 4 students as the sample in this research. The researcher administered questionnaire and interview on July 4, and 5, 2014. The questionnaire consists of 23 items.

The conclusion of this research was among the eight categories, the mean of reading curiosity (RC), reading involvement (RI), and importance of reading (IRE) are higher. The result showed that students were more intrinsically motivated. The result implying that most students read English for their own interest. While, the result of interviewed students when asked the importance of reading that was beside to add knowledge, or learn culture, 4 of them answered to add new vocabulary. The result from student interview that the researcher found implied that the intrinsic motivation take major role to make students read English book.

References

- Chen, Y.H. (2009). *Taiwanese College EFL Learners' Perceptions of English Reading and Their Motivation to Read*. Degree of Master of Arts, Ming Chuan University.
- Cohen, L. et al (2000). *Research Methods in Education*. London: Taylor & Francis Group.
- Crookes, G., & Schmidt, R. (1991). *Motivation: Reopening the Research Agenda*. Language Learning, Vol. 41, No. 4, December 1991, p469-512.
- Dornyei, Z. (1990). *Conceptualizing Motivation in Foreign-Language Learning*. Language Learning. Vol. 40, No. 1, March 1990, p45-78.
- Gardner, R.C. (1985). *The Attitude/Motivation Test Battery: Technical Report*. University of Western Ontario.
- Guthrie, J.T. (2001). *Contexts for Engagement and Motivation In Reading*. International Reading Association: Washington DC. Retrieved 3 February 2014. From http://www.readingonline.org/articles/art_index.asp?HREF=/articles/handbook/guthrie/index.html.
- Iftanti, E. (2012). *A Survey of the English Reading Habits of EFL Students in Indonesia*. TEFLIN Journal, Volume 23, Number 2, July 2012.
- Kamil, M. L. (2003). *Adolescents and literacy: Reading for the 21st century*. Washington, DC: Alliance for Excellent Education. Retrieved January 27, 2014, From <http://www.all4ed.org/publications/AdolescentsAndLiteracy.pdf>.
- Lapan, S. D. (2004). *Foundations for Research Methods of Inquiry in Education and the Social Sciences*. London: Lawrence Erlbaum Associates.
- Leipzig, D. H. (2001). *What is Reading?* Retrived September 08, 2014. From Reading Rockets: <http://www.readingrockets.org/article/352/>.

- Marczyk, G. et al (2005). *Essentials of Research Design and Methodology*. Canada: John Wiley & Sons, Inc.
- Mori, S. (1999). *The Role of Motivation in the Amount of Reading*. Temple University Japan Working Papers in Applied Linguistics, VOL. 14, November 1999. Retrieved January 27, 2014. From <http://www.tuj.ac.jp/tesol/publications/working-papers/vol-14/mori.html>.
- Mori, S. (2002). *Redefining Motivation to Read in a Foreign Language*. Reading in a Foreign Language. Vol. 14, No. 2, October 2002, p91-110.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.
- Parault, J.S. and Williams, M. H. (2009). *Reading Motivation, Reading Amount, and Text Comprehension in Deaf and Hearing Adults*. Journal of Deaf Studies and Deaf Education Advance. November 2009, p1-16.
- Pretorius, E. (2000). *What They Can't Read Will Hurt Them: reading and academic achievement*. Innovation, No 21, December 2000 p35.
- Postlethwaite, N. T. (2005). *Educational research: some basic concepts and terminology*. Paris: International Institute for Educational Planning.
- Rayner, K. et al (2001). *How Psychological Science Informs the Teaching of Reading*. American Psychological Society, VOL. 2, NO. 2, November 2001.
- Santos, A. (1999). Cronbach's Alpha: A Tool for Assessing the Reliability of Scales. Extension Journal, Vol. 37, No. 2, April 1999. Retrieved September 08, 2014. From <http://www.joe.org/joe/1999april/tt3.php>.
- Wigfield, A., and Eccles, J. S. (1992). *The Development of Achievement Task Values: A Theoretical Analysis*. Developmental Review 12, p265-310.
- Wigfield, A. and Guthrie, J.T. (1997). *Relations of Children's Motivation for Reading to the Amount and Breadth of Their Reading*. Journal of Educational Psychology, 89, p420-432.