

Indonesian EFL Learners' Reading Motivation

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ARTICLE INFO	ABSTRACT
<p>Keywords: EFL Learners, Junior High School, Reading Motivation</p>	<p><i>Motivation in reading is very important for engaging learners in reading activity which can affect better reading comprehension. However, without motivation in reading can affect the worst reading comprehension. Therefore, motivation in reading needs to be constructed first by the teachers. This study examined whether intrinsic and extrinsic reading motivation different among students and reading motivation in general. This study used a descriptive quantitative approach with a survey design. Eighty-five third-year students voluntarily returned the motivation reading questionnaire about their motivation in reading. The data were analyzed through descriptive statistics using SPSS 23 and criteria-referenced and norm-referenced interpretations. From the analysis, it was found that most extrinsic reading motivation dimension percentages were slightly higher than intrinsic motivation and reading motivation dimension percentages in general in high category percentage. This study concludes that the external reason likely influenced students' motivation in reading. The students who were more motivated to read in this study were because of the expectation to get appreciation from others, good grades, better information from the text, and to finish the assignment. It also implies the theory of motivating students to engage with English reading texts.</i></p>
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1. Introduction

Reading is defined as an activity to understand strings of words in a reading passage (Dakhi & Damanik, 2018; Desta, 2020). It is the most important skill required by students, especially foreign language students which can enrich their knowledge and gathering information (Pangestika, 2018). Specifically, Pangestika then added that reading is needed by EFL learners because it is one of the main skills in learning English. Therefore, engaging students with the reading passage is very important in the process of teaching and learning. However, the teachers have to be able to motivate students to involve in reading. Motivated students tend to engage in learning activities that help them to learn and achieve the learning goal because they will pay attention and use the time effectively during teaching and learning in the class (Jones, 2009). Thus, the teachers should have the ability to motivate students in reading (Fisher, 2013). Motivation in learning refers to a student's willingness, need, desire,

and compulsion to participate in the learning process (Feng, Fan, & Yang, 2013). Motivation is a factor that pushes learners to learn a foreign language (Astuti, 2013). It plays a crucial role in learning achievement (Bernard, 2010; Hussain, Salam, & Farid, 2020; Lai, 2013; Mahadi & Jafari, 2012). Motivated students tend to engage in learning activities that help them to learn and achieve the learning goal because they will pay attention and use the time effectively during teaching and learning in the class (Jones, 2009). Applying several motivational strategies in learning would bring positive results on students learning achievement (Mahadi & Jafari 2012). This study showed that students' learning motivation can influence learning achievement. Moreover, Dja'far, Cahyono, and Bashtomi (2016) argued that there are different learning achievements between low and high motivation groups of students in reading and writing aspects of ESP. Thus, motivation can influence the students learning result (Azar & Tanggaraju, 2020).

Regarding reading motivation, it is considered important in reading engagement that affects results of reading achievement and school success (Guthrie et.al, 2006). It relates to mental readiness, willingness, beliefs, and perception to engage in a reading activity (Alhamdu, 2015). Reading motivation can impact students' interests, efficacy, and goals because these factors can improve comprehension outcomes (Middleton, 2011). Middle later added that enhancing motivation might improve comprehension outcomes. Reading motivation constructed first to gather better comprehension outcomes in the process of teaching and learning. The students can not gather better comprehension without motivation to engage with a reading passage. A low reading motivation enables cause students' reading failure (Sani et al, 2011). Therefore, reading motivation is very important in achieving reading comprehension (Saeheng, 2017). Engaging the students in the teaching and learning process, the teachers should be able to make the learning process stimulating and enjoyable (Dornyei, 2001). In this sense, teachers must have the ability to stimulate students' reading motivation and make an enjoyable class.

Meanwhile, when students have strong motivation to read, they will spend their time fully in the reading activity (Alhamdu, 2015). Reading motivation may affect reading comprehension (Amundson, 2015; Habibian, 2012; Hayikaleng, 2016; In'am, & Sutrisno, 2021; Karahan, 2017; Kharaghani, Ghonsooly, & Birjandi, 2016; Larson, Ledger, & Mastel, 2016). Thus, reading motivation needs to be constructed first by teachers before engaging students in a reading activity that can support their academic success. The engagement in reading instruction enables them to participate in the process of teaching and learning (Chinappi, 2015). Teachers of English in an Indonesian high school context influence their students' motivation for the success of their students learning by deciding appropriate teaching materials and strategies applied in the classrooms (Astuti (2013). Long, Ming, and Chen (2013) suggests that teachers must be able to arouse students' learning motivation and interests, enhancing their consciousness of participation in classroom activities.

There are two factors of reading motivation; intrinsic and extrinsic motivation (Wang & Guthrie, 2004). Intrinsic motivation and extrinsic motivation are two factors that influence students' reading motivation (Chinappi, 2015). The reading motivation questionnaires were modelled by Wang and Guthrie (2004) from Wigfield and Guthrie (1997) for measuring the reading motivation of Taiwan elementary school students. Their study consisted of 187 US and 197 Chinese students. All of the students lived in Taipei, an urban environment, and were native Chinese speakers.

According to McGeown (2013), if the students read because of their interest and they enjoy it, it is called intrinsic motivation. Intrinsically motivated students read because of personal interest to learn the reading passage topic, and gain the satisfaction of idea presented (Komiyama, 2013), then complete a reading passage task because of love and interest in reading task itself (Jeriffe, 2013; Chinappi, 2015). The intrinsic motivation makes students more engaged in reading activities that impact better reading comprehension (Yang et.al, 2018). In other words, intrinsically motivated students try to engage and are enjoyable with the reading activity to evaluate foreign language reading skills (Olmez, 2015). It pushes the students to read without rewards (Dakhi, 2018). They even will work to comprehend a difficult reading passage.

Reading because of grades, recognition, and praise from other people is called extrinsic motivation (McGeown, 2013; Hayikaleng, Nair, Krishnasamy, 2016). In other words, extrinsic reading motivation is reading motivation because of external reasons (Nuttal, 2016). This reading motivation has a contribution to supports self-development and future career or education (Olmez, 2015). Extrinsicly motivated students tend to share what they read with other students, outperform other students, and aim to please their parents (Chinappi, 2015; Houghton, 2015; Komiyama, 2013). Houghton then added that students with extrinsic motivation can negatively affect reading achievement. However, it can affect intrinsic motivation depend on how the students perceive it (Janes, 2008). Therefore, intrinsic motivation and extrinsic motivation can be separated from each other in reading (Park, 2015). Thus, understanding students' reading motivation change is very crucial for the teachers when they want to foster greater motivation and more engagement related to reading passage among their students in reading activities (McGeown et.al, 2020).

Due to the importance of motivation in reading, the present study examined the students' reading motivation in two junior high schools in Jambi, Indonesia, i.e. SMP N 3 and SMPN 4 Kota Sungai Penuh. This study will provide baseline information for English lecturers about the motivation category of junior high school students in Jambi, Indonesia and the importance of building students' motivation to achieve better reading comprehension. The following research questions guided this study:(1) How is students' reading motivation based on the indicators of MRQ? (2) what indicators of MRQ significantly influence EFL learners in reading?

2. Research Methodology

A survey research design was applied in this study. This research design was used to collect information of a group of people to gain insight about what they do or think (Leeuw, Hox. & Dillman, 2008), then describe and identify the condition to be compared to the existing condition, and the relation between one event to another (Cohen & Morrison, 2000). The information about people is in the form of mail or self-administered questionnaires (Fink, 2003). Participants can generate more honest responses through this method (Laverty, 2016). It also can be used for introducing current unacceptable state affairs in a situation (Wolf, 2005). This research includes quantitative research which attempts to describe the phenomenon of social cases quantitatively. In this study, the role of motivation toward reading is described.

2.1 Participants

This study used as many as possible students of junior English school as the participants, therefore the snowball sampling method was used in this study. It is a type of purposive sampling method which attempts to use the sample as many as possible. The participants third-year students of two junior high schools located in one regency, Jambi province, Indonesia. The reason for choosing the third-year students as the participants of this study was that they have studied English for two years. Eighty-Five students from the two junior high schools (SMP N 4 and SMP N 3 Kota Sungai Penuh), which comprise thirty-three males and fifty-two females, voluntarily participated in this study.

2.2 Instrument

A questionnaire was used in gathering the students' reading motivation data. It was adapted from the Motivation of Reading Questionnaire of Wang and Guthrie (2004). The questionnaire was modified and piloted to other different students with a similar year to assess its validity and reliability. Face and content validity were conducted by involving four English department lecturers who have a doctoral degree. Particularly, the four validators did not show any significant difference in translation between the original and Indonesian versions. Then, the questionnaire was piloted to different students with the same level and performance. Piloting the questionnaire can help the researchers to know the ambiguities present in each questionnaire item (Dawson, 2002). Fifty-three modified motivation of reading questionnaire items rated by 83 respondents in the form of Likert scale, then were analyzed through Corrected item-total Correlation analysis of SPSS 23. The questionnaires consist of two parts. Part 1 is regarding external reading motivation which comprises: 1–7 dealt with reading curiosity, 8 – 14 reading involvement, 15 – 21 reading challenge. Part 2 consists of 32 items related to reading for competition and reading for the challenge. It was found that all 53 questionnaire items were understandable by the respondents. Thus, the questionnaire was appropriate for measuring the reading motivation of Junior high school students in Indonesia.

2.3 Data Collection

The data of this study were collected in the middle of January 2021. First, the researcher conducted an initial contact with the headmasters of the two junior high schools to get their agreement for conducting the study. The initial contact was done to ensure them about the importance of researching reading motivation in English. Contacting headmasters was for the legality of the study or as research ethics. Contacting English teachers was also important to help the researcher to administer the questionnaire to students because the researchers did not have access to the students. The researcher scored item by item on the reading motivation scale. The responses of the questionnaires were defined as follows: 5 = strongly agree, 4 = agree, 3 = not sure, 2 = disagree, and 1 = strongly disagree. The Likert scale was used for relating the students' reading motivation with their responses to the statements of the questionnaire designed. They were responded by choosing one of the statements provided. The technique of scoring for each reading motivation scale was by averaging item response in each motivation scale. The scale scores range from 1.00 to 5.00 in which 3.00 was considered as the neutral and moderate position, while lower than 3.00 is low and very low (based on Liao, 2006).

2.4 Data Analysis

In analyzing the data obtained through the questionnaire, a form suitable for analysis organization was used. The steps of the organization included the data checking and cleaning, data manipulation, reduction of the number of variables, measurement of data reliability and validity, and statistical analyses. Checking the completeness of the questionnaire was to make certain that the background information, such as name and identification number was provided. Moreover, checking the completeness of each questionnaire item was done to make sure that there was an answer to every question. The completed questionnaires were processed by using the statistical analysis then analyzed through SPSS 23 to examine intrinsic and extrinsic reading motivation in terms of mean and standard deviation. Moreover, the interval of reading motivation needed to be made as to the basic measurement. The interval of the eight reading motivation dimensions for this study was criteria-referenced interpretation and norm-referenced interpretation.

Tabel 1. The Interval of Reading Motivation

Reading Motivation Criteria	Reading Motivation Interval
High	$\alpha \geq X + S$
Moderate	$X - S \leq \alpha < X + S$
Low	$\alpha < X - S$

3. Findings

Through motivation of reading questionnaire by Wang and Guthrie (2004) who developed Wighfield and Guthrie Motivation Reading Questionnaire (1997), eight salient sub-indicators that emerged in this research were;

- 1) Reading for Curiosity
- 2) Reading for Involvement
- 3) Reading for Challenge
- 4) Reading for Recognition
- 5) Reading for Grades
- 6) Reading for Social
- 7) Reading for Competition
- 8) Reading for Compliance (see table 2)

Table 2. Dimensions of wang & Guthrie's Motivation of reading questionnaire

Variable	Indicators	Sub Indicators
Motivation Reading Questionnaire (Wang and Guthrie, 2004)	Intrinsic Motivation Extrinsic Motivation	<ol style="list-style-type: none"> 1. Curiosity 2. Involvement 3. Challenge 4. Recognition 5. Grades 6. Social 7. Competition 8. Compliance

Using descriptive statistics, eight salient sub-indicators of reading motivation were examined by grouping the students' responses; curiosity, involvement, and challenges were grouped to measure intrinsic reading motivation, and recognition, grades, social, competent, and compliance are to measure extrinsic reading motivation. The results of the descriptive statistics showed that the eight salient sub-indicators of reading motivation have different category percentages based on the table of the interval of reading motivation which was analyzed through criteria-referenced interpretation and norm-referenced interpretation. Students had a slightly higher extrinsic reading motivation percentage than intrinsic reading motivation. Students' higher extrinsic percentage of reading motivation was found as result of greater reading motivation of each dimension; recognition 55 students (65%) = 24 to 30 ($\alpha \geq 19 + 5$), grades 56 students (66%) = 20 to 25 ($\alpha \geq 16 + 4$), social 48 students (56%) = 31 to 40 ($\alpha \geq 25 + 6$), competition 57 students (67%) = 25 to 35 ($\alpha \geq 20 + 5$), and compliance 54 students (64%) = 24 to 30 ($\alpha \geq 19 + 5$). While intrinsic reading motivation dimension; curiosity 53 students (62%) = 27 to 35 ($\alpha \geq 22 + 5$), involvement 38 students (45%) = 27 to 35 ($\alpha \geq 21 + 6$), and challenge 47 students (55%) = 27 to 35 ($\alpha \geq 21 + 6$).

Table 3. Data of Intrinsic and Extrinsic Reading Motivation

Sub-Indicators of Reading Motivation	Criteria	f	Percentage
Curiosity	High	53	62%
	Moderate	28	33%
	Low	4	5%
Involvement	High	38	45%
	Moderate	42	53%
	Low	5	6%
Challenge	High	47	55%
	Moderate	33	39%
	Low	5	6%
Recognition	High	55	65%
	Moderate	27	32%
	Low	3	3%
Grades	High	56	66%
	Moderate	22	26%
	Low	7	8%
Social	High	48	56%
	Moderate	15	18%
	Low	22	26%
Competition	High	57	67%
	Moderate	23	27%
	Low	5	6%
Compliance	High	54	64%
	Moderate	25	29%
	Low	6	7%

The comparison of both intrinsic reading motivation and extrinsic reading motivation were also shown by the results of descriptive statistic and criteria-referenced interpretation

and norm-referenced interpretation for moderate and low reading motivation criteria percentage. Moderate criteria of extrinsic reading motivation dimension; recognition 27 students (32%) = 14 to 23 ($19-5 \leq \alpha < 19+5$), grades 22 students (26%) = 12 to 19 ($16-4 \leq \alpha < 16+4$), social 15 students (18%) = 25 to 30 ($31-6 \leq \alpha < 31+6$), competition 23 students (27%) = 15 to 24 ($20-5 \leq \alpha < 20+5$), compliance 25 students (29%) = 14 to 23 ($19-5 \leq \alpha < 19+5$). For intrinsic reading motivation; curiosity 28 students (33%) = 17 to 26 ($22-5 \leq \alpha < 22+5$), involvement 42 students (53%) = 15 to 26 ($21-6 \leq \alpha < 21+6$), 33 students (39%) for Challenge = 15 to 26 ($21-6 \leq \alpha < 21+6$). Then, low category of extrinsic reading motivation dimension; 3 students (3%) = 0 to 13 ($\alpha < 19-5$), grades 7 students (8%) = 0 to 11 ($\alpha < 16-4$), social 22 students (26%) = 0 to 24 ($\alpha < 31-6$), competition 5 students (6%) = 0 to 14 ($\alpha < 20-5$), and compliance 6 students (7%) = 0 to 13 ($\alpha < 19-5$). While, low category of intrinsic reading motivation dimension; curiosity 4 students (5%) = 0 to 16 ($\alpha < 22-5$), involvement 5 students (6%) = 0 to 14 ($\alpha < 21-6$), and 5 students (6%) for Challenge = 0 to 14 ($\alpha < 21-6$).

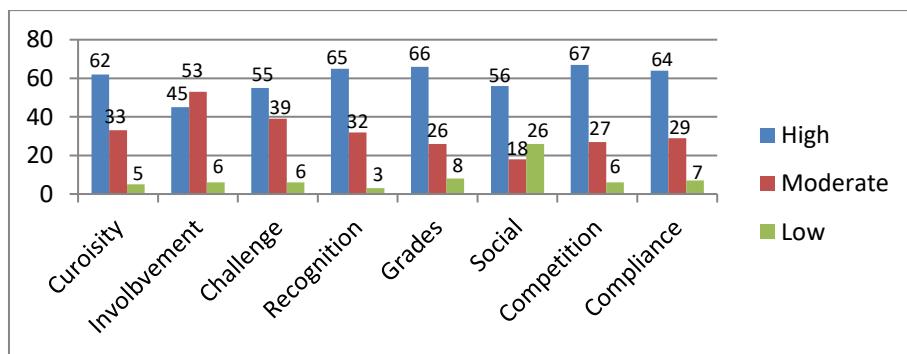


Figure 1. Data of Intrinsic and Extrinsic's Reading Motivation Percentage

Figure 1 is a supplementary explanation of the data of intrinsic and extrinsic reading motivation in table 3. It proved that extrinsic reading motivation was higher than intrinsic reading motivation based on the analysis of criteria-referenced interpretation and norm-referenced interpretation.

Students reading motivation in general was also examined through descriptive statistics and based on criteria-referenced interpretation and norm-referenced interpretation in this study. The results of the descriptive statistics and criteria-referenced interpretation and norm-referenced interpretation showed that the students' reading motivation was in high criteria percentage because there were 44 students (52%) whose reading motivation score interval ranges from 208 to 265 ($\alpha \geq 166+42$).

Table 4. Data of Reading Motivation

	Criteria	f	Percentage
Reading Motivation	High	44	52%
	Moderate	37	43%
	Low	4	5%

However, the comparison between the high and moderate percentages was not significantly different. It was seen that 37 students (43%) = 124 to 207 ($\alpha \geq 166-42$) got moderate. On the

contrary, a significantly different percentage occurred in the low reading motivation, in which only 4 students (5%) = 0-123 ($\alpha \geq 166 + 42$) were in this category.

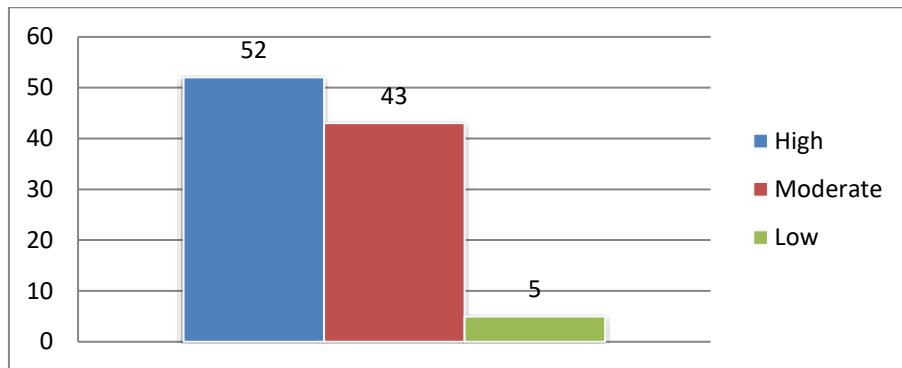


Figure 2. Data of Reading Motivation Percentage

Based on figure 2 of reading motivation percentage data, the students are in high percentage reading motivation, more than 50% students got reading motivation score interval ranges from 208 to 265 ($\alpha \geq 166 + 42$). This figure is a supplementary explanation of reading motivation data in table 4.

4. Discussion

The purpose of this quantitative study was to examine the students' intrinsic and extrinsic reading motivation, and the students' reading motivation in general. Most of the extrinsic reading motivation dimension percentages were slightly higher than the intrinsic reading motivation, specifically recognition, social, grades, competition, and compliance dimensions. The recognition dimension is a desire to be recognized and approved by other students and teachers who read for the reading achievement of a language reader in the process of teaching and learning in the classroom (Dakhi, & Damanik 2018). It refers to the effort of getting appreciation for reading successful from others (Wigfield & Guthrie, 1997). The grades dimension refers to the expectation of good academic evaluation of reading (Wang & Guthrie, 2004). The students desire to improve their reading grades in an evaluation of the lecturers (Wigfield & Guthrie, 1997). The social dimension is the willingness to share the information gained from reading text material with classmates (Dhanapala, 2008). It implies the social reason for helping other students in finding the information and meaning from reading text material (Wigfield & Guthrie, 1997). This dimension of motivation involves the feeling of satisfaction to share the meaning gained from reading text material with classmates. The competition dimension is defined as the desire to do better than other students in reading (Dhanapala, 2008). This motivation dimension makes students effort to work hard to be better than other students in gaining the information and meaning from text. The compliance dimension refers to constructing the willingness to complete the reading material for finishing the assignments (Salikin et.al, 2017; Wigfield & Guthrie, 1997). This dimension of reading motivation appeared because of external goals (Wigfield & Guthrie, 1995).

The results of the study indicated that most of the students are motivated to read because of external reasons. Reading for gaining grades, recognition, and praise from other people is called extrinsic motivation (McGeown, 2013; Hayikaleng, Nair, & Krishnasamy, 2016). In other words, extrinsic reading motivation is reading motivation because of external reasons

(Nuttal, 2016). This reading motivation has a contribution to supports self-development and future career or education (Olmez, 2015). Extrinsicly motivated students tend to share what they read with other students (Komiyama, 2013).

Although the results of all 85 students' external reading motivation were in the high criteria based on descriptive statistics and criteria-referenced interpretation and norm-referenced interpretation, the intrinsic reading motivation in terms of curiosity, involvement, and challenge motivation must be a priority. The intrinsic motivation makes students more engaged in reading activities that impact better reading comprehension (Yang, Badri, Rashedi, & Almazoui, 2018). In other words, intrinsically motivated students try to engage and enjoy the reading activity to evaluate foreign language reading skills (Olmez, 2015). It pushes the students to read without rewards (Dakhi, & Damanik, 2018). Curiosity is the personal desire to comprehend a particular topic of reading a text (Khan, Sani & Shaik-Abdullah, 2017; Wigfield & Guthrie, 1997). It can motivate the students to learn in the learning process. A curious student has a great desire to gather information, answer the reading text question, and paying more attention in the process of teaching and learning reading in the classroom. Involvement is pleasure gained from reading a well-written book, article, or Web site on an interesting topic (Komiyama, 2013). It refers to devoting energy and experiencing different kinds of reading text (Khan, Sani & Shaik-Abdullah, 2017; Wigfield & Guthrie, 1997). In other words, reading involvement is the feeling of pleasure to spend more time on a reading text to find informational knowledge that is useful for enhancing the knowledge. Challenge is a reading desire to find informational knowledge from the complex reading texts material (Nuttal, 2016). It refers to gaining the satisfaction of finding ideas from complex reading texts (Khan, Sani & Shaik-Abdullah, 2017). The success of finding ideas from the reading text material makes the students satisfied.

Regarding reading motivation in general, more than half of the students (52%) were in the high reading motivation percentage, 43% were in the moderate, and only 5% were in a low. Based on the reading motivation percentages, the students' reading motivation is in the high criteria.

5. Conclusion

This survey study concluded that external reasons were more likely to influenced students' motivation in reading. Students who are more motivated to read in this study were because of the expectation to get appreciation from others, good grades in English class, better than other students in gaining information from the text, completing reading material for finishing the assignment. Most of the students had slightly higher extrinsic reading motivation than intrinsic reading motivation. Furthermore, the students' reading motivation was in the high criteria based on MRQ. The findings of the present study contribute to the theory of teaching English that focuses on reading. Motivation in reading can engage the students with reading texts. Students with high reading motivation affect a better comprehension of text content. Moreover, the findings of this study contribute to the strategy to conduct further research on how to motivate EFL students to engage with the English reading text in the process of teaching and learning.

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