

STUDENTS' MOTIVATION FACTORS IN READING ENGLISH TEXTS AT ELESP BATCH 2021

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Abstract

This study aims to find out dominant factors that play a role in students' intrinsic and extrinsic motivation in reading English text. Reading plays an essential role in language learning, particularly for EFL students. Students read English texts whether for academic purposes, gaining information, or for pleasure. To have excellent reading skills, students need to have the motivation to read various kinds of reading material. Motivation has long been identified as one of the main factors affecting English language learning. Some students are motivated to read in English intrinsically and extrinsically. This research is a quantitative descriptive study. The participants are 86 students of ELESP Lambung Mangkurat University Batch 2021. The researchers use total sampling because the total population is less than 100. A questionnaire is used as the instrument in this research. The result shows the factor that plays the most role in extrinsic motivation is grades and the lowest is social sharing. Meanwhile, the factor that plays the most role in intrinsic motivation is curiosity and the lowest is preference for challenge. Furthermore, students are found more motivated extrinsically in reading English rather than intrinsically motivated.

Keywords: *Extrinsic Motivation, Factors, Intrinsic Motivation, Motivation*

1. Introduction

Language is an essential part of how humans interact with one another. Each country has a different language, even in Indonesia. Every province or region has a foreign language. English has become the most widely spoken language in this age of globalization. More than one million people speak English, either as their mother tongue, second language, or foreign language. Nishanti (2018) stated that the importance of English in today's world cannot be denied and dismissed because English is the largest language spoken universally.

In a country where English is considered a foreign language,

especially in Indonesia, the role of a teacher is needed for students to gain their knowledge of English. As a facilitator, mediator, and motivator, the teacher has to provide learning materials and techniques to transfer knowledge to students. Learning materials are the media by which the teacher can give the lesson. The teacher must select the relevant learning material under the curriculum.

The process of constructing meaning from written texts is known as reading. It is necessary to have good reading comprehension skills to be able to help their learning process. Reading comprehension is the process of comprehending the text that we read

(Kirby, 2007). This comprehension occurs from the interaction of the written words and triggers knowledge outside the text (Ahmadi et al, 2013). Reading comprehension is a complex process because students should be able to read the written words, decode the vocabulary, and recognize the meanings of the text (Ahmadi & Hairul in Ahmadi et al, 2013).

EFL students must have had experience with reading material in their mother tongue or mother tongue. However, reading can be a difficult activity for some EFL students, especially in reading English materials. Some students may discover various linguistic elements in their first language. In most cases, socio-cultural complexities will be encountered by EFL students (Elachachi, 2015). This happened because each language has its own set of social and cultural characteristics. Therefore, reading material in a foreign language is more difficult than reading material in one's native language (Kasim & Raisha, 2017). Because of this problem, some of them are reluctant to read English texts. They may only perform reading when the teacher asks them to do an assignment or test.

Students not only have to have the skill in reading but also the will to read. Students must have the skill and will to become mature and practical readers (Spangler in Hasby & Iswara, 2019). Students' interest in reading will be influenced by their choice to read, described later as motivation. Students' motivation is a significant factor influencing their reading comprehension; however, it has not been yet acknowledged that motivation is the main factor in reading comprehension (Seymour & Walsh in Ahmadi et al, 2013).

Some students find reading enjoyable or even challenging. They even read outside the classroom. Students who read for pleasure and use reading comprehension strategies to support their reading comprehension are highly motivated readers. These types of students, who consider reading as inherently interesting, are intrinsically motivated. Intrinsic motivation is defined as behavior motivated by internal rewards. When a student is intrinsically motivated, he or she is moved to act for enjoyment or challenge rather than for the reason of external prods, pressures, or rewards (Deci & Ryan, 2000). In other words, students are motivated to engage in the behavior because it is intrinsically rewarding (Ahmadi et al., 2013). Intrinsically motivated students do not read just because they want to get good grades in reading class or only read because they are required to read for reading class. Intrinsically motivated students read out of curiosity. Curiosity is one element that plays a role in intrinsic motivation. The other elements that play a role in intrinsic motivation are involvement and preference for challenge (Wang and Guthrie, 2004).

In contrast to intrinsically motivated students, extrinsically motivated students may consider reading boring and difficult, especially for EFL students who have limited vocabulary. These students only have the willingness to read because of the tasks that are given by the teachers to get high scores in their lessons. The grade is one of the elements that play a role in extrinsic motivation. The other elements that play a role in extrinsic motivation are recognition, social sharing, competition, and compliance. Extrinsically motivated students perform a certain action not because they enjoy it, but because of a reward

available in their environment (Topalov in Oletic & Ilic, 2014). As a result, extrinsic motivation has a negative impact on learners since they do not learn with a strong will, but rather because a desire pushes them for rewards or punishment (Harmer in Dakhi et al., 2018).

Reading is crucial in language learning, especially for EFL students. They can read English materials for information or pleasure. However, not all students are interested in reading English texts. Only a few students are eager to read English materials. They regard reading English texts as a difficult and time-consuming activity. Reading English texts might be difficult for students who have very little vocabulary (Bin-Tahir, 2012). As a result, some of them are only required to read an English passage when the teacher asks. Some of the students even prefer to have others who have read the texts explain the meaning to them.

A study that is conducted by Dakhi (2018) shows students have really high curiosity. They desired to obtain textual information as well as the definition of each word in an English text. However, social reason is least influential in students' reading motivation. Another study that conducted by Salikin et al., (2017) shows both intrinsic and extrinsic motivations play a significant role in motivating students to read the English text. Intrinsic motivation is important in students' reading activities since it makes it easier for them to engage with English texts than others who lack experience. This could be attributed to their better understanding of grammar and vocabulary over those who did not. It greatly aids students in comprehending English texts, even challenging English writings such as articles. Students, on the other hand, are

encouraged to read English because of external prods. Recognition of extrinsic motivation plays the most role. They want to be noticed by others, such as their teacher and friends, thus they are encouraged to read in English. Competition and grades of extrinsic motivation might motivate students to read more in English because they want to compete and get the best grade in reading class.

This study aims to find out the dominant factors that play a role in students' intrinsic and extrinsic motivation in reading English text using MREQ (Motivation for Reading in English Questionnaire) proposed by Komiyama (2013). The study involves students of the English Language Education Study Program batch 2021 because they were in a transition phase from high school to university. Therefore, they come from various high schools, and they each have unique qualities such as habits, interests, and abilities that affect their reading motivation.

2. Literature Review

2.1 Motivation

Motivation can be defined as the main incentive a person may have to perform a particular action (Oletic, 2014). According to Ryan and Deci's theory (2000), there are two types of motivation: intrinsic and extrinsic. Individuals who are intrinsically motivated are motivated to act by the enjoyment or challenge it entails, rather than by external prods, pressures, or rewards. Wang and Guthrie (2004) identified three elements that play roles in intrinsic motivation:

1. Curiosity refers to an individual's eagerness to read about a topic of personal interest. Acquiring knowledge out of curiosity is considered to be intrinsically

rewarding and highly pleasurable since it eliminates states of ignorance and uncertainty (Litman in Hon et al, 2012)

2. Involvement refers to an individual's pleasure gained from reading a well-written book, article, or website on an interesting topic
3. Preference for challenge refers to an individual's desire to approach compound ideas in a text. The optimal challenge is defined as a balance between challenge and ability or challenge that is slightly beyond skill level.

Extrinsic motivation is a concept that applies whenever an action is performed to achieve a distinctive outcome (Ryan & Deci, 2000). Wang and Guthrie (2004) identified five factors that play roles in extrinsic motivation:

1. Competition refers to reading to outperform others in reading.
2. Compliance includes the reason individuals read in a foreign language just as the form of their responsibilities in reading class
3. Grade refers to the desire of individuals to reach good grades in reading. Rewards such as grades also function to communicate about a student's progress and competence.
4. Recognition refers to reading to be recognized as a competent reader among teachers, peers, or others.
5. Social sharing is focused on individuals' sharing of their experiences with friends, teachers, or other adults.

2.2 Reading

Reading is one of the skills in the English language that students need to master. According to Bojovic (2010), reading is a complex, intentional,

interactive, comprehending, and flexible activity that requires significant time and resources to acquire.

2.3 MREQ (Motivation Reading in English Questionnaire)

MREQ is proposed by Komiyama (2013) to measure the second learner's reading motivation. This questionnaire was created based on the Motivation for Reading Questionnaire (MRQ) used by Wang and Guthrie (2004). MREQ consisted of 34 items and was divided into 8 dimensions of reading motivation. The dimensions are curiosity, involvement, preference for challenge, competition, compliance, grades, recognition, and social sharing.

3. RESEARCH METHOD

The researcher used a quantitative approach which used a descriptive method in this research. The population of this study was students of the English Language Education Study Program Batch 2021 of Lambung Mangkurat University with a total of 86 students. This study used a total sampling technique.

This research uses a questionnaire which is adopted from Koriyama (2013) called the Motivation for Reading in English Questionnaire (MREQ). MREQ consisted of 34 items and was divided into 8 dimensions of reading motivation. Students were asked to respond to these statements on a four-point Likert scale (4 = a lot like me, 3 = a little like me, 2 = a little different from me, 1 = very different from me) adapted from Wang and Guthrie (2004).

The data were analyzed quantitatively because the data are in numbers and data analysis using statistics. The data obtained from the questionnaire were analyzed using Microsoft Excel. To analyze the data, the researcher used descriptive

statistical analysis where frequency counts were tabulated and converted to percentages. The next step was classifying the data that has been gathered according to their dimensions by giving particular codes to each respondent's answer. After coding the data, the data was listed in a table. The researcher interpreted the data by using frequency and percentage with the formula:

$$P = \frac{Fq}{N} \times 100\%$$

- P = Percentage of the questionnaire
- Fq = Number of Frequency
- N = Number of students

Furthermore, to determine the ranking in each factor can be seen from the comparison between the actual score and the ideal score. When described by the formula, it will look like below.

$$\% \text{Actual Score} = \frac{\text{Actual Score}}{\text{Ideal Score}} \times 100\%$$

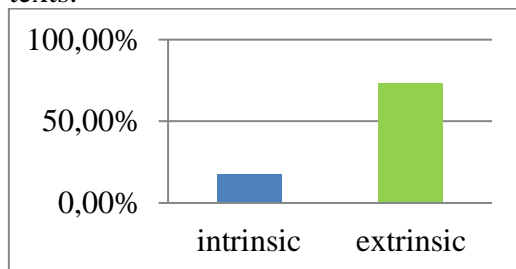
(Narimawati in Hutamy et.,2021)

After interpreting the data, the researcher tabulated students' motivation in reading English texts into 8 categories

4. RESULT AND DISCUSSION

4.1 Result

The following figures show the percentages of students' intrinsic and extrinsic motivation in reading English texts.



The findings show that students found to be more extrinsically motivated to read in English. Students

are more dominant extrinsic motivation with 73.26% of students extrinsically motivated while only 17.44% of students are intrinsically motivated.

Items	4	3	2	1
1.1	63%	31%	6%	0%
1.2	62%	36%	1%	1%
1.3	37%	47%	13%	3%

Table 1 Grade

From Table 1, grade has 3 items. The highest percentage in grades factor is shown in item no 1 which discusses the importance of receiving good grades in English score. There are 63% on a four-point Likert scale. This result indicates that almost all students think it is essential for them to get a good grade in their English reading class.

Items	4	3	2	1
2.1	41%	41%	14%	5%
2.2	38%	47%	14%	1%
2.3	58%	31%	8%	2%
2.4	66%	30%	2%	1%

Table 2 Compliance

From Table 2, compliance has 4 items. The highest percentage factor is shown in item no 4 which discusses students' willingness to practice reading in English for their future classes. There are 66% on a four-point Likert scale. This result indicates that almost all of the students read in English because they need to perform well in my future classes.

Items	4	3	2	1
3.1	63%	26%	12%	0%
3.2	33%	48%	19%	1%
3.3	36%	38%	17%	8%

Table 3 Recognition

From Table 3, item 1 has the highest percentage with 63% which discusses students' favor to receive compliments from their teacher about their English reading. It shows that students like to receive compliments from their teacher when they read well in English.

Items	4	3	2	1
4.1	15%	41%	38%	6%
4.2	52%	34%	9%	5%
4.3	36%	38%	23%	2%

Table 4 Competition

From Table 4, item 2 has the highest percentage with 52% which discusses students' favor to be the best at reading in English. This result indicates that the majority of students want to be the best at reading in English

Items	4	3	2	1
2.1	26%	47%	24%	3%
2.2	27%	49%	19%	6%
2.3	17%	41%	31%	10%

Table 5 Social Sharing

Table 5 shows that the highest percentage is item 2 with 49% which discusses students' fondness for talking about what they read in English with their friends. This result indicates that students like telling their friends about what they learn in English texts.

Items	4	3	2	1
2.1	38%	55%	7%	0%
2.2	53%	38%	8%	0%
2.3	31%	44%	24%	0%
2.4	21%	44%	29%	6%
2.5	29%	41%	19%	12%

Table 6 Curiosity

From Table 6, curiosity has 5 items. The highest percentage is item 2

with 53%. Item 2 discusses students' feelings when they read something interesting in English. This result indicates that students feel happy to read something that interests them in English.

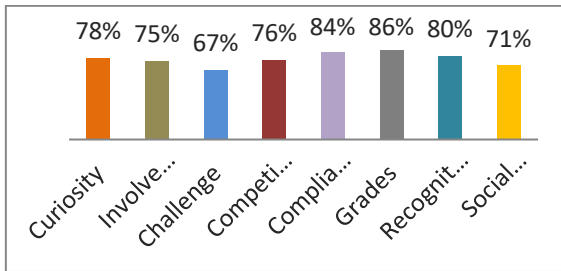
Items	4	3	2	1
2.1	34%	49%	17%	0%
2.2	62%	33%	6%	0%
2.3	26%	50%	22%	2%
2.4	20%	38%	34%	8%
2.5	19%	36%	40%	6%

Table 7 Involvement

Table 7 shows that the highest percentage is item 2 with 62% four-point Likert scale. Item 2 discusses students' fondness to read something they like in English. This result indicates that students enjoy reading something they are interested in English as very few students choose a little like me and very different from me which are only 6% and 0%. Table 8, shows that item 1 has the highest percentage value at 26%. Item 1 discusses students' willingness to read difficult English reading materials when the topic is interesting. This result indicates that students are willing to read difficult English texts as long as the topic is interesting.

Items	4	3	2	1
2.1	26%	51%	23%	0%
2.2	6%	38%	50%	6%
2.3	20%	41%	33%	7%
2.4	22%	43%	29%	6%
2.5	5%	27%	53%	15%
2.6	20%	49%	27%	5%

Table 8 Preference for Challenge



Based on figure above, the factor that most plays a role in intrinsic motivation is curiosity (78%) and the least is a preference for a challenge (67%). The factor that most plays a role in extrinsic motivation is grades (86%) and the least is social sharing (71%).

DISCUSSION

Grade, or the desire of individuals to achieve good grades in reading, is the dominant factor that plays a role in students' extrinsic motivation. The findings show that the majority of students want to read in English to improve their grades. They believed it was essential for them to do well in their English reading class. According to Covington and Mueller, 2001; Leonard, 1968 in Docan 2006), rewards like grades also serve as a means of communicating about a student's progress and competency. At the same time, grades are so influential that they determine a student's overall academic success or failure.

The second factor is compliance, which refers to the reason individuals read in English as well as the form of their obligations in reading class. According to the data, many students practice reading in English because they need to do well in their future studies. Furthermore, they read in English not only for their reading class but also for tests like the TOEFL and IELTS. Reading compliance can be a major factor influencing student learning. While not all students who read will be able to comprehend the book, the

likelihood of comprehension only occurs when the text is read (Oliver, 2022).

The third factor is recognition, which relates to reading to be known among peers as a proficient reader. The findings show that most students enjoy receiving instructor compliments on their ability to read well in English. They also enjoy receiving favorable feedback from their peers or teachers. It has been demonstrated that people who receive recognition perform better. Students who receive recognition will be more motivated to read English. This is consistent with Dinham and Scott's findings in Movsessian (2018) that state recognition can increase the performance of those who get it. Furthermore, people who have been recognized have a higher level of motivation.

Competition is the next factor that influences students' extrinsic motivation. This factor relates to reading for the purpose of outperforming others. According to the data, students want to be the best at reading English, thus they are willing to put in the effort to read better than their peers. This is consistent with Griffin-Pierson's proposal in Grum and Grum (2015) for two dimensions of competition: interpersonal competitiveness and goal-setting aspiration. Both students are competitive in the sense that they want to outperform their peers and establish objectives that include not just outperforming others but also outperforming themselves. Competition can be a terrific way to increase student enthusiasm, but it can also have negative implications.

Social sharing, which refers to individuals sharing their experiences with friends, teachers, or other adults, is a less important aspect. They love

telling their friends about what they read in English materials, according to the research. They also enjoy discussing what they read in English with their peers. Much existing research (Howard & Jin, 2007; Mansor et al., 2012; Hopper, 2005 in Merga 2014) indicates that friends have a significant influence on reading choices. Friends who enjoy reading and are eager to talk and propose books are thus more likely to develop and sustain favorable attitudes about reading. However, most students dislike participating in class discussions on what they have read in English.

Curiosity, which refers to the desire of learners to read a text on a topic of interest to them, is the dominant factor that plays a role in intrinsic motivation. The findings show that students appreciate reading in English since it helps them learn new things about individuals and topics that they are interested in. They are also ecstatic when they come upon something interesting in English. According to Day, Kashdan, Rose, and Fincham, as well as Peterson and Seligman in Litman (2005), curiosity is frequently defined in terms of positive affectivity, and acquiring knowledge when one's interest has been stimulated is deemed inherently gratifying and extremely pleasurable.

The second factor is involvement, which relates to students' pleasure of reading an engaging book, article, or website. Students love reading in English about something that interests them. Students enjoy reading about a wide range of intriguing topics in English. When they are reading about an engaging topic in English, some of the students lose sight of time. Schallert and Reed (1997) confirmed that when reading something interesting, a person loses track of time and then emerges with pleasant effects and improved

comprehension. The process of involvement is a phenomenon that most people have encountered in some activity that they found enjoyable and wish to replicate in the future.

A preference for a challenge is the factor that has the least influence on intrinsic motivation. This aspect refers to a person's desire to address complex themes in a book. According to the data, students are eager to read tough English writings provided the topic is intriguing. It also applies to reading tasks. When the task is fascinating, students are more likely to read challenging English texts. However, many students dislike difficulties in reading English. They dislike reading difficult, difficult English materials. This is consistent with the concept of optimal challenge proposed by Fulmer and Frijters (2011), in which there is a balance between difficulty and ability or a challenge that is just beyond the student's capabilities. When a text is slightly beyond pupils' abilities, they must exert greater effort and efficiently apply their skills and knowledge to overcome obstacles. Excessive hurdles, on the other hand, can derail motivation. Students who read texts using unfamiliar language were more likely to indicate a lack of interest in the content.

5. CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that students' motivation in reading English texts in English Language Education Program Batch 2021 is influenced by two motivations which are intrinsic and extrinsic motivation. Students are highly motivated extrinsically in reading English rather than intrinsically. The factor that plays the most role in extrinsic motivation is grades and the lowest is social sharing because they

want to have good grades in their subjects while not all students share their readings in English with their friends. The factor that plays the most role in intrinsic motivation is curiosity and the lowest is preference for a challenge because most students are motivated to read in English as long as the topic is interesting to them while students become less motivated to read English texts if the topics are too complex. It is important for teachers or lecturers in promoting students' motivation to read in English to increase students' motivation on their reasons for learning.

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