# English Language Education Department Students' Motivation in Reading Academic English Texts

## *A Skripsi*

**Submitted to Language Education Faculty as a Partial Fulfillment of Requirements for the Degree of**

*Sarjana Pendidikan*

**Intan Deviani**

**20150810096**

**English Language Education Department**

**Faculty of Language Education**

**Universitas Muhammadiyah Yogyakarta**

**2019**

# Approval Page

English Language Education Department Students' Motivation in Reading
Academic English Texts

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

English Language Education Department

We hereby approve the *Skripsi* of

Intan Deviani

20150810096

Candidate for the degree of *Sarjana Pendidikan*

July 17, 2019

Endro Dwi Hatmanto, S.Pd.,M.A,.Ph.D
The *Skripsi* Supervisor

July 17, 2019

Ika Wahyuni Lestari, S.Pd., M.Hum.
Examiner 1

July 17, 2019

Gendroyono, S.Pd., M.Hum
Examiner 2

Accepted

Yogyakarta, July 17, 2019

Dr. Suryanto
Dean of Faculty of Language Education

ii

**Abstract**

Motivation plays an important role in improving students interest in reading English text. Having the motivation to read, students in the English Language Education Department (ELED) find it easier to read academic English text. This study aims to investigate factors and strategies the motivation of students in reading academic English text. In addition, the study is conducted to find out what motivated ELED students' to read academic English texts. Descriptive qualitative design was applied in this study where data was collected from four participants. The participants students of English Language Education batch 2016 at an Islamic private university in Yogyakarta. Based on the interview, the findings showed that there were four students motivation to reading academic revealed by the participants. The motivation of participants is intrinsic and ekstrinsic motivation. As in extrinsic motivation, there were also six motivational factors found in the interview. This motivational factor include the wanted to gain knowledge, desire to obtain good grades, demand from lecturers to read, appropriate level book, social sharing, and academic reading demand to do theses. In addition, data collected from interviews also revealed that all participants acknowledged that they had several strategies used by students to increase their motivation to read academic English text. These include reading frequently, discussing materials with friends, building self-confidence and sharing with lecturers.

*Keyword* : Motivation, academic reading, strategies in improving motivation.

**The Background of the Study**

Motivation is done to encourage people to do things. Weiner (1990) said that "motivation is defined as an internal condition that awakens oneself and others become advanced. Motivation is an impulse of will that causes a person to do an act to achieve a certain goal, to act, to encourage certain goals, and to keep them interested in certain activities". Motivation is an essential factor in English, Takaloo and Ahmadi (2017) said that to be motivated means to move forward or move to do something. Motivation helps organisms to build and manage behavior. excitement, interest, desire, and expectation for learning are the main elements of motivation. To learn English well students must have motivation, so that when studying English they have the encouragement to achieve the target in learning the language. Medina (2014) asserts "there are two types of motivation: intrinsic motivation and extrinsic motivation." Intrinsic motivation is internal, and extrinsic motivation is the motivation that comes from others. The first refers to the internal awards, and the ultimate goal is to learn. The latter deals with external rewards in the form of money, gifts, or value. Having the motivation to read will be beneficial for students, namely being able to get important information.

Reading academic English text is a very important thing for life because reading bring about many benefits. Reading will gain knowledge to add insight that will be useful for themselves and others. Gray and Rogers (1995) stated that by reading a pe

rson can improve and increase knowledge. by gaining development and a broad view to gain knowledge will be beneficial to himself and others. To encourage people to be dilligent in reading, it is important to obtain motivation from one self and motivation from others. Reading motivation shows a person's readiness to begin reading activities and involves several factors. According Schaffner, Schiefele and Ulferts (2013), theoretically, the difference between reading motivation factors must be in accordance with the various impulses inherent in reading. From the reader's perspective, this encouragement arises as a subjective reason for reading (e.g. reading to please parents, wants to get good grades). In reading motivation there are several factors to encourage students to get motivated.

Motivation in reading academic English text is very important to improve students' ability to understand the content of reading . There are several strategies to increase student motivation in reading. Bernaus and Gardner (2016) proposed that these strategies could be grouped into four categories.  The first category concerns conditions in the classroom; that is, it is necessary to create basic motivational conditions by adopting appropriate teacher behaviours, having a good relationship with students. The second category focuses on generating students' motivation by enhancing their language-related values and attitudes, increasing their goal orientation, making the curriculum relevant, and creating realistic learner beliefs. The third category involves maintaining motivation by setting proximal subgoals, improving the quality of the learning experience, increasing student self-confidence. The fourth category deals with  encouraging positive self-evaluation

by promoting attributions to effort rather than to ability, providing motivational feed back, and increasing learner satisfaction.

**Methodology**

The researcher used qualitative data in this research. According to Creswell (2012), "qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon" (p. 11 ). In addition, this study used a qualitative descriptive design. Merriam (1998) explained that " descriptive means that the end product of a case study is a rich, "thick" description of the phenomenon under study" (p.29). The results of this study are phenomena and opinions of others.

This research took place in English Language Education Department at one Islamic university in Yogyakarta. The participants of this study were the third year students of ELED of Islamic private university in Yogyakarta. The participants consist of four students from ELED at Islamic private university in Yogyakarta.

The researcher used interview as the data collection method. Researcher used the Indonesian language for the interview because it facilitated researcher and participants in gathering information in depth. Participants would be more relaxed in providing information.

After the researcher collected the data, the researcher analyzed the data. The data analysis were transcribing, member checking, and coding. Firstly, the researcher transcribed the data fron the interview into script. Secondly, the researcher did member checking, the purpose was to ensure that the data was valid and in accordance to what participants said and showed that there was no changing

about the point of the interview. The next step was coding. There were six step steps of coding used namely, verbatim, breaking down the data, probing, collecting the similar facts, categorizing at this stage, narrating.

**Finding and Discussion**

**The factors that motivate ELED students' to read academic English texts**

**Wanting to get knowledge.** These finding showed that the desire to gain knowledge from reading was the exrinsic motivation. This was one of their motivational factors in reading academic English text. Locke and schattke (2018) said that extrinsic motivation it pertains to what value a chosen activity can lead to, for example; physical activity (exercise), education (gaining knowledge and skill, etc. Students felt happy when reading and it could make them motivated to get knowledge because they felt that they still had lack of knowledge.

*The desire to obtain good grades.* These finding showed that the, when students had motivation in reading, they would be able to work on the quiz provided by the lecturer. When they could do quizzes, they would get good grades. Klauda (2009) said that motivational factors would include several factors such as desires to obtain certain goals, prizes and good grades.

*Demands from lecturers to read*. These finding showed that the, when students were demanded by the lecturers to read, students would feel more motivated because it was a necessity and it could enhance their learning interest.

This finding is supported by Ulper (2011) who said that one of the factors that influences the students' motivation in reading English text is the teacher.

*Appropriate level book.* These finding showed that the, when viewing material from a book that is easy to understand, students were motivated to read academic English text. Huang (2006) that language components such as grammar and vocabularies which are easy to understand will increase students' motivation.

*Social sharing.* These finding showed that the, when students read together with their friends, they could be motivated and exchange ideas. . Grambell (2011) stated that reading with others, and talking about books with peers in that class are forms of interaction between friends to support their reading motivation.

*Academic reading demand to do thesis.* These finding showed that the ,when working on a thesis to graduate from university, students were motivated to read academic English text. Students who read academic materials would obtain useful knowledge when they wrote their letter. Wigfield (1997) and also Guthrie (2004) state that "the desiring of students' reading motivation is based on external goals in academic reading. Students read some books because there is academic assessment".

**Strategies for ELED students use to improve their motivation to reading academic English text**

*Reading Frequently.* These finding showed that the, frequent reading was one of the strategies of students to read academic English text. When students did

not understand the reading materials, students would read it repeatedly until they understood the contents of the material. McRae & Guthrie (2009) stated, motivation for reading was most highly associated with whether or not students read widely and frequently on their own accord.

*Discussing materials with friends.* These finding showed that the, when students discussed with their friends, they would help each other to overcome learning difficulties. Bernaus and Gardner (2008) who said that friends are motivators to achieve successful learning.

*Building self-confidence.* These finding showed that the strategies for motivating students to increase motivation in reading academic English text was building self-confidence by cultivating positive thinking and avoiding underestimating their ability when reading academic English text. According to Bernaus and Gardner (2008), increasing student confidence is a strategy of students to motivate themselves in reading.

*Sharing with lecturers.* For the last finding, support from lecturers played an important role in the motivation of students to achieve success in the learning process. Turner, Chandler, and Heffer (2009) say that students who tend to share experiences with others will be motivated in learning.

## Conclusion

This research had two main objectives. The first, was to find out the factors that motivate ELED students' to reading academic English texts. The second was

to discover the strategies do ELED students use to improve their motivation to read academic English text.

The first objective was to find out the factors that motivate ELED students' to reading academic English texts. The finding showed that four participants' reasons were; desired to gain knowledge, desire get grades, demands from lecturers to read, appropriate level book, social sharing, and academic reading demands to do theses. Besides, the finding of the second research question was to discover the strategies do ELED students use to improve their motivation to read academic English text, namely, reading frequently, discussing materials with friend, building self-confidence and sharing with lecturers.

**Reference**

Al-Tamimi, A. (2009). Motivation and attitude towards learning English: A study of petroleum Engineering Undergraduates at Hadhramount University of sciences and technology. *Gema Online Journal of Language Studies*, 29-55.

Bernaus, M & Gardner, R. (2008). Teacher Motivation Strategies, Student Perceptions, Student Motivation, and English. *The Modern Language Journal,* 92(3), 387-401.

Brown, H. (2007). Principles of language learning and teaching. Englewood Cliffs, New Jersey: Prentice Hall.

Cambria, J & T. Guthrie, J. (2010). Motivating and engaging students in reading. *The NERA Journal,* 46(1), 16-29.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education.* New York: Routledge

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7thed). London: Rutledge

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed). Boylston Street, Boston: Pearson Education.

Dörnyei, Z. (2001). Teaching and Researching Motivation Essex: Longman

    Pearson.

Gambrell, L.B. (2011). Seven rules of engagement: What's most important to know

    about motivation to read. The Reading Teacher, 65(3), 172-178.

    doi:10.1002/TRTR.01024.

Guthrie, J.T., & Wigfield, A. (2004). Engagement and motivation in reading. In

    M.L. Kamil, P.B. Mosenthal, P.D. Pearson, & R. Barr (Eds.), *Reading*

    *research handbook.* 3, 403–424. Mahwah, NJ: Erlbaum.

Henry, A., Korp, H., Sundqvist, P., & Thorsen, C. (2017). Motivational Strategies

    and the Reframing of English: Activity Design and Challenges for

    Teachers in Contexts of Extensive Extramural Encounters. *TESOL*

    *QUARTERLY*, 0(0), 1-27.

Jang Gee, B., Conradi, K.,  C. McKenna, M., & S. Jones, J. (2015).

    MOTIVATION Approaching an Elusive Concept Through

    the Factors That Shape It. *The Reading Teacher,* 69(2), 239–247.

Khan Jahar, T., Sani Murad, A., & Abdullah Shaik, S. (2017). Motivation to Read

    in a Second Language: A Review of Literature. *International Journal of*

    *Research in English Education,* 2(4). 41-50.

Klauda Lutz, S. (2009). The Role of Parents in Adolescents' Reading Motivation

    and Activity. *Educational Psychology Review*. 21(4), 325-363.

Locke, E., A. & Schattke, K. (2018). Intrinsic and Extrinsic Motivation: Time for Expansion and Clarification. *American Psychological Association.*

Mahpur, M. (2017). *Memantapkan analisis data kualitatif melalui tahapan koding*.

*McRae, A., & Guthrie, J.T. (2009). Promoting reasons for reading: Teacher practices that impact motivation. In E. H. Hiebert (Ed.), Reading more, reading better (pp. 55-76). New York: Guilford Press.*

Medina Lopera, S. (2014). Motivation conditions in a foreign language reading comprehension course offering both a web-based modality and a face-to-face modality. *PROFILE Issues in Teachers' Professional Development*, 16(1), 89-104.

Merriam, & Webster. (1998). *Merriam-webster's dictionary.* Mifflin: Houghton.

Mohseni Takaloo, N, & Reza Ahmadi, M. (2017). The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review. *International Journal of Research in English Education*, 10-21.

Protacio, S. M. (2012). READING MOTIVATION: A Focus on English Learners. *Wiley on behalf of the International Literacy Association*. 66(1), 69-77.

Sadirman, A. M. (2006). *Interaksi dan motivasi belajar mengajar.* Jakarta: Raja Grafindo Persada.

Santrock (2013). I*ntrinsic and extrinsic motivations: classic definition and new directions. Contemporary Educational Psychology* , 54.

Schaffner, E., Schiefele, U., & Ulferts, H. (2013). Reading Amount as a Mediator of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Comprehension. *International Literacy Association and Wiley*, 48(4), 369-385.

Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of college student development*, 50(3), 337-346.

ÜLPER, H. (2011). The Motivational Factors for Reading in Terms of Students. *Educational Sciences: Theory & Practice*, 11(2), 954-960.

Wigfield, A. (1997). Relations of childrens motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*. 420-432.