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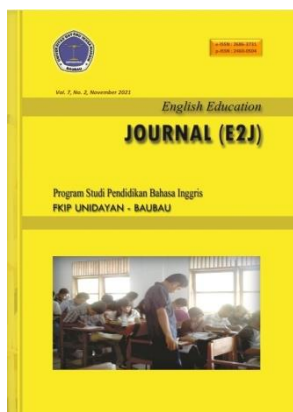
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Author's Correspondence

E-mail: sanariamaneba@gmail.com



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**English Education Department
Faculty of Teacher Training and
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Address:

Jl. Sultan Dayanu Ikhsanuddin No. 124
Baubau, post code 93724
Southeast Sulawesi, Indonesia

AN ANALYSIS OF STUDENTS' MOTIVATION IN READING ENGLISH

**Sanaria Maneba¹⁾, Nur Melansari²⁾,
Baharudin Adu³⁾**

English Education Department, Universitas
Dayanu Ikhsanuddin, Jl. Sultan Dayanu
Ikhsanuddin No. 124, Baubau, Southeast
Sulawesi, Indonesia

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Abstract

The problem in this research was how is students' motivation in reading English at grade VIII SMP Negeri 4 Baubau. This research was descriptive qualitative research. The population of the research was grade VIII of SMP Negeri 4 Baubau which consisted of 11 classes with total 345 students. The sample in this research was taken with random sampling technique that was class VIII.1 which consisted of 25 students. The instrument used was Motivations for Reading Questionnaire (MRQ). The research outcome showed that 5 students out of the total student are in high motivation category, 13 students out of the total students are in average motivation level, and 7 students out of the total students are in low motivation level. Then, it can be concluded that the students' reading motivation level is in the average motivation level.

Keywords: English, reading, students' motivation

Abstrak

Masalah dalam penelitian ini adalah bagaimana motivasi siswa dalam membaca dalam Bahasa Inggris di Kelas VIII SMP Negeri 4 Baubau. Penelitian ini adalah penelitian deskriptif kuantitatif. Populasi dalam penelitian ada kelas VIII SMP Negeri 4 Baubau yang terdiri dari 11 kelas dengan total 345 siswa. Sampel pada penelitian ini diambil dengan menggunakan sampel acak sederhana yaitu kelas VIII.1 yang terdiri atas 25 siswa. Instrumen yang digunakan pada penelitian ini adalah Angket Motivasi Membaca. Hasil penelitian menunjukkan bahwa 5 siswa dari total siswa berada pada kategori motivasi tinggi, 13 siswa dari total siswa berada pada tingkat motivasi sedang, dan 7 siswa dari total siswa berada pada tingkat motivasi rendah. Maka dapat disimpulkan bahwa tingkat motivasi membaca siswa berada pada tingkat motivasi rata-rata.

Kata kunci: bahasa Inggris, membaca, motivasi siswa

1. INTRODUCTION

English is one of the important languages used all over the world whether it is as the first, second, or foreign language. In learning English, there are four language skills that should be learned such as: reading, writing, listening and speaking Curriculum 2013 [1] of Indonesia treating English as a compulsory subject at Indonesian schools confirms the importance of language as a means of communication and its learn ability. According to Curriculum 2013 of Indonesia [1], in a real teaching and learning process, reading is one of the four major skills taught in an English language classroom, it is one of the important skill that should be mastered by the students in order to improve their general language skills in English. Reading skill is crucial to a student's academic success because they enable them to access a wider curriculum and develop their communication and language skills.

The curriculum highlights that eleventh grade of senior high school should be able to read several texts such as report, narrative, analytic exposition text as stated in basic competence: responding the meaning and theoretical steps an essay using various written language accurately, fluently, and appropriately in daily contexts and to access knowledge in the form of report, narrative, analytical exposition. Refer to this idea, it can be said that reading comprehension is an essential part of the reading process. Meanwhile, Patel and Jain [2] clearly stated that reading is an important activity in life with which one can update his or her knowledge. Students must master reading besides listening, speaking, and writing while learning English, since reading cannot be isolated from other learning activities. Reading is an activity that has many advantages. It can boost attention and memory in addition to providing a wealth of knowledge. Students may develop their vocabulary, grammar, writing skills, and communication and language skills through reading.

Unfortunately, the Indonesian students' reading comprehension achievement needs to be developed. Based on the data from Progress in International Reading Literacy Study (PIRLS) [3] Indonesian students' reading

comprehension achievement is ranked 42 out of 45 countries which implies that Indonesia students' reading comprehension is still insufficient. Readers' interest in Indonesia is declining in the current age of globalization, where increasingly advanced technology makes all information conveniently accessible only via a smartphone. Since smartphone can easily and quickly access anything the reader needs, the majority of people have begun to turn to use smartphone to obtain information. This has an impact on students' ability to read in school. They would rather play games on their smartphones than reading because they believe reading is a boring task. Such habits will decrease students' interest in reading, which has an effect on their reading abilities.

Even so, there are a variety of factors that can impair students' reading abilities, one of which is motivation. Reading motivation is very important, because in education it affects the level of the learning of individual and they reflect to their behaviors whether they have learned or not. According to Ahmadi and Hairul [4], reading motivation is becoming more important and focuses on the four skills of listening, speaking, reading, and writing but reading comprehension is the most important and facilitating English language learning. Meanwhile, Amundson [5] stated that reading motivation and comprehension are two main aspects of creating successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something.

Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. In other words, motivation can be used by the students to achieve the knowledge, comprehension, or skill. Furthermore, reading motivation encourages students to practice reading skills and advance their abilities. The primary years is the start to learning to read and has importance. A student's motivation to read is a critical factor in getting him involved in reading and improving his reading skills. Therefore, reading motivation is vital to the learners' ability to read and comprehend texts purposefully. All English foreign language learners need to enhance their English reading motivation for a better understanding of written texts.

In addition to be successful in reading,

motivation is important factor. The reasons of why motivation is important factor of students' successful in reading is that motivation has close relation with students in comprehending a text, and students need to have motivation in reading. Students who are motivated tend to devote all his ability to produce optimal learning results as expected, as well as raise awareness in reading. Student motivation and the skill of reading are both essential factors that help to promote student success and life-long learning. Motivation means to make somebody willing; to make somebody feel enthusiastic, interested, and committed to something. Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it pushed by motivation. Motivation involves the process that energizes, directs and sustains behavior. In other words, motivation can be used by the students to achieve the knowledge, comprehension, or skill. Some studies shows positive correlation between reading motivation and reading comprehension achievement. First, Kaharu [6] investigated the relationship between students' reading motivation and reading comprehension. They found out that reading motivation had a significant positive effect on the English reading comprehension. Second, Knoll [7] investigated the relationship between motivation and reading comprehension explained in his study there is strong significant relationship between motivation and reading comprehension. With this, the study concluded that matching students' preferred reading materials and instructional strategies would lead to increased motivation and probably improve reading performance. They recommended that teachers must be sensitive to students' purposes and interests.

A pre-observation was conducted at SMPN 4 Baubau, especially the eighth grade students. It was found that the students faced difficulties in reading comprehension. It was hard for them to understand the content of the text because of their less vocabularies, prior knowledge, and knowledge of the sentence structure. Meanwhile, during do the observations, it was found that the students were bored and unmotivated in teaching and learning process. Some of students just read the text without trying to connect the presented ideas of the text with their thinking patterns. They only focus on some questions

presents in the text without comprehending the text overall.

Based on the description above, the researchers conducted the research under the title "An Analysis of Students' Motivation in Reading English".

2. METHOD OF THE RESEARCH

This research was descriptive qualitative research. The population of the research was grade VIII of SMP Negeri 4 Baubau which consisted of 11 classes with total of 345 students. Sample in this research was taken with random sampling technique that was class VIII.1 which consisted of 25 students. Instrument used in this research was Motivations for Reading Questionnaire (MRQ). The data were analysed by using simple formula that is giving score to the questionnaire then categorizing them based on the level of the students' motivation.

3. RESULT AND DISCUSSION

3.1 Result

In this research, the researcher used a ready-made questionnaire; Motivations for Reading Questionnaire (MRQ) developed by Guthrie and Wigfield in Syafrizal [8]. Motivation for Reading questionnaire consisted of 54 items and divided into 11 dimensions of reading motivation.

In collecting the data, the writer gave the participants of the research a questionnaire. The questionnaire was analyzed in order to know the students' reading motivation in reading subject and the level of motivation they had.

After collecting the data, the researcher analyzed the students' reading motivation by giving the score through the questionnaire. Every items in questionnaire were given a mark (1-4) depends on the students' answer.

Table 1. MRQ Score for each option

Option	Category	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

Source: Wigfield [9]

The total of the score from the items in the questionnaire became a score to define and categorize how the students' motivation was.

The researcher categorized the students' level of motivation from the result's score of the questionnaire.

Table 2. Categories for Reading Motivation (Level)

Score	Description
161-212	High Motivation
107-160	Average Motivation
53-106	Low Motivation

Source: Oztruk and Grabuz in Seli [10]

The fifty-four items in the Motivation Reading Questionnaire were given to twenty five students in grade eight students at SMP Negeri 4 Baubau to be responded. The researcher gave the score for every item given on the questionnaire which have been responded by the students. The students' answers were scored based on the value of MRQ Score for Each Option above, (1=4, 2=3, 3=2, and 4=1).

After giving the score on each items in the questionnaire, the researcher then added the total score of fifty-four items. The total score items became the result of defining and identifying the students' reading motivation in reading subject and the level of students' reading motivation. Based on the research analysis, it was found that there are there are 5 students out of the total students are in high motivation category, 13 students out of the total students are in average motivation level, and 7 students out of the total students are in low motivation level. Based on the table above, it can be concluded that the students' reading motivation level is in the average motivation level.

3.2 Discussion

In relation to the previous findings and discussion, students' motivation in reading English at SMPN 4 Baubau showed in the average level. Based on students' responses in the questionnaire, not up to half (only 22 questions) of the total questionnaire (53 questions), students responds positively in term of strongly agree and agree toward the questions. The highest respond expressed by the students related to the item in the questionnaire, majority of the students had a positive responses when their names were on the list of the teacher as a good readers. This can be a kind of motivation to students called as extrinsic motivation that is student is

motivated by an incentive or some external reward. Extrinsically motivated students are more interested in what they will receive for their efforts than the actual reading itself and should be given opportunities to receive rewards when they have completed a reading task [11]. In addition, by listing students' names as a good reader also become as self-efficacy for them which supported students' reading motivation that an important implication of this work for motivation for reading is that when children believe they are competent and efficacious at reading they should be more likely to engage in reading [12].

Another positive responds in which majority of the students expressed are concerning with the item of questionnaire that students sometimes read the book with their sister, brother or parents. This activity motivates students to read, as Guthrie, Wigfield, and Humenick [13] concluded that two of the biggest influences on reading are teachers and parents. If a student is positively exposed to reading outside of school, he or she will be more motivated to read in school. Similarly, Professional Learning Board in Nurafni [14] presented that one of the motivation strategy in reading that parents (family) involved in students learning process. The method used can be similar with the teacher, except that the parent takes over the teacher's role. Based on the ideas, family environment contribute a great motivation toward the students' learning process.

Furthermore, the highest agreement showed by the students toward the question in the MRQ questionnaire was students like hard and challenging books. The students' motivation and interest in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers, Dimar in Seli [10]. Thus, in referring to the idea above, giving the students to choose their own interest topic in reading, greatly improve their motivation in reading.

The next highest approval of the students concerning to the item in the questionnaire is students like to learn reading with their friend as they like to trade things to read with their friends and like to help friends with their schoolmate in reading. This condition is reasonable as many expert explained about the advantage of peer, pair or collaborative learning. As one of idea stated that several

advantages of learning with peer as the first advantage is active learning. Students work together with their partner reading to be more active to do something. As what had been explained before, work together becomes a chance for students to be braver, critics, and showing their ability. The second advantage is development of communication skills. Students work together with their partner reading can be difficult skill to develop, but the students will learn it with their friends. The third advantage of partner reading strategy is deep of understand. Work together with their partner reading can improve each student's understanding of the concept even that makes students braver if it is compared with studying individually. The last advantage of partner reading strategy is the students receive connection and support from their partner, Kuhn and Schwanenflugel in Nurafni [14].

The last higher responds showed by the students was in term of they like to visit library to read. Gilakjani and Soburi in Ahmadi [15] also said environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.

4. CONCLUSION

Based on the research result, it can be concluded that students' motivation in grade VIII of SMP Negeri 4 Baubau was in average level. Based on students' responses in the questionnaire, not up to half (only 22 questions) of the total questionnaire (53 questions), students responded positively in term of strongly agree and agree toward the questions and the highest responses expressed by the students is concerning to their names were on the list of the teacher as a good readers; students sometimes read the book with their sister, brother or parents; students like hard and challenging books; students like to learn reading with their friend as they like to trade things to read with their friends and like to help friends with their schoolmate in reading; and they like to visit library to read.

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