

## **Students' Motivation in Reading English text: A survey of Junior High School in Palembang**

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### **Abstract**

This study investigated students' reading motivation in English text. The Quantitative research methodology carried out in this study is in order to collect information or data that is donated. Researcher used a survey with descriptive analysis that is research whose source of data and information is mainly obtained from respondents as a research sample using questionnaires as an instrument of data collection to describe students reading motivation of junior high school in Palembang. This study was conducted at SMP N 7 Pemulutan with 104 as the participants taken from the nine grade students of that school by using simple random sampling. in collecting data, the researcher used Motivation Reading Questionnaire (MRQ). The questionnaire consisted of 53 items with eleven indicators. The result covers 1. Self efficacy can make students more motivated in reading. 2. Intrinsic factor included enjoyable and students' interest in reading. 3. Extrinsic factor covered such as for finishing assignment, for getting high getting praises, in getting high score.

**Keywords:** Students' reading motivation, English text, Self efficacy, Intrinsic motivation, Extrinsic motivation.

### **A. Introduction**

Motivation is a great influence for students' in reading English text. McGeown (2013) states that motivation is crucial for students to develop their reading skill (p.2). Olsen (2017) also states that motivation is important because it explores how an increase in reading development. It can be said that without motivation the students tend to be lazy to learn especially in reading English text.

In this study, the researcher observed reading motivation of students' junior high school. This study similar to study conducted by Marhama (2013) stated that students' motivation was a big issue in the classroom. They are more engaged chatting with their friends than reading. The statement showed that the students have problems in reading motivation. Each student in that class may have different motivations in learning, especially in reading English, both intrinsically and extrinsically. It also can be seen as real phenomena toward teaching and learning process in the school based on the experience of the writer.

From the problems occurred above, in the consideration of theories discussed previously, the students' reading motivation are the cause of these problems. Thus, this study aims to investigate reading motivation of junior high school in Palembang.

## **B. Literature Review**

### **The Definition of Motivation**

Motivation is a process within a person that raises energy or enthusiasm to achieve something. According to Dornyei (2001) motivation refers to a conceptual, abstract theory that we use to describe why individuals think and behave as they do. Additionally, Brophy (2004) state that motives are hypothetical structures used to describe why individuals are doing things. For example, by going to a restaurant (strategy) to get food (goal), an individual responds to hunger (motive). In conclusion, motivation explains why people decide to do something, how hard they are going to persevere it and how long they are able to continue the operation.

This study there are two types of motivation intrinsic and extrinsic. Arnold (2000, p.14) intrinsic motivation refers to learning itself having its own reward, it means the learners are willingly and voluntary (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they are no negative impacts in having intrinsic motivation. On the other hand, Wimolmas (2012) also state

that extrinsic motivation is based on external outcomes such as rewards and punishment. In short, intrinsic and extrinsic motivation are not suitable.

### **The Concept of Reading**

Reading is a skill about understanding written text. According to Pang, Muaka, Bernhardt & Kamil (2003) reading include of two related processes, first: word recognition indicate that a process of apprehend how one spoken language correspond to written symbols. Second: Comprehension is the process be understandable of words, sentence and connected text (p.6). Similarly, Cline, Jhonstone, & King (2006) state that reading decodes and understand text for particular reader reasons, and readers interpret written text by converting text into words and translating it directly into context. In short reading is a skill of language to bring information from written text.

### **The Concept of Reading Motivation**

In the field of education, reading motivation is the motivating urge to read an area of interest. According to Pang, Muaka, Bernhardt, and Kamil, (2003) a reader read a text to grasp its context and to use that information. The object of reading is closely linked to the desire of a person to read, to learn, to find knowledge, to be entertained, to individuals or as religious practice (p. 15). In addition, Wigfield, Guthrie, & Perceovich (2010) state that used background knowledge during reading becomes standard with the text, has intrinsic and extrinsic motivation to read successfully. Hence, motivation to read as the personal interest, value, and beliefs of the subjects, methods and result of reading are individual.

### **Motivation Theories Related Reading and Achievement Autonomy**

Autonomy allows students greater freedom and it is the choice that motives them. The relationship between autonomy and motivation is explained by Ryan & Deci (as cited in Brophy,2004) encourage learners to

function as autonomous learners, research based on the theory of self-determination.

### **C. Research Methodology**

The research methodology carried out in this study is in order to collect information or data that is donated. Researcher used a survey with descriptive analysis that is research whose source of data and information is mainly obtained from respondents as a research sample using questionnaires as an instrument of data collection to describe students reading motivation of junior high school in Palembang.

The participant of this study were the of SMP N 7 Pemulutan in the academic year 2020 2021. And to get the sample of this study, the sampling technique was probability sampling.

This study used motivation reading questionnaire (MRQ) from wigfield & Guthrie (1997) for collecting data. Researcher distributed questionnaire to the nine grade students. The motivation reading questionnaire consisted of 53 item with eleven indicators. Questionnaire allowed a researcher to see the reading motivation of students from SMP N 7 Palembang by the source of data.

In analyzing the data, the researcher used descriptive survey analysis to gain students reading motivation of junior high school. In this study, the data was analyzed by identifying and interpreting the students reading motivation in English text from the questionnaires and described it by using percentage:  $P = F/N \times 100\%$ .

### **D. Results and Discussion**

#### **1. Results**

The findings of this study presented the research findings based on the results of reading motivation. the result of data analysis collected using a

questionnaire were presented in research conducted at junior high school by collecting data through questionnaire.

**Table 1 Reading Efficacy**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	I don't know that I will do well in reading next year	66	63,46	29	27,88	<b>95</b>	<b>91,34</b>	6	5,76	1	0,96	<b>7</b>	<b>6,72</b>
2	I am a good reader	36	34,61	47	45,19	<b>83</b>	<b>79,8</b>	16	15,38	7	6,73	<b>23</b>	<b>22,11</b>
3	I learn more from reading than most students in the class	17	16,34	35	33,65	<b>52</b>	<b>49,99</b>	32	30,76	18	17,30	<b>50</b>	<b>48,06</b>

**Table 2 Reading Challenge**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
4	I like hard challenging books	38	36,53	24	23,07	<b>62</b>	<b>59,6</b>	3	2,88	14	13,46	<b>17</b>	<b>16,34</b>
5	If the project is interesting, I can read difficult material	24	23,07	32	30,76	<b>56</b>	<b>53,83</b>	27	25,96	21	20,19	<b>48</b>	<b>46,15</b>
6	I like it when the questions in books make me think	51	49,03	30	28,84	<b>81</b>	<b>77,87</b>	16	15,38	6	5,76	<b>22</b>	<b>21,14</b>
7	I usually learn difficult things by	29	27,88	35	33,65	<b>64</b>	<b>61,53</b>	21	20,19	17	16,34	<b>38</b>	<b>36,53</b>

reading													
8	If a book is interesting I don't care how hard it is to read	26	25	35	33,65	61	58,65	23	22,1	17	16,3	40	38,45
									1		4		

**Table 3 Reading Curiosity**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
9	If the teacher discuss something interesting I might read more about it	50	48,07	27	25,96	77	74,03	13	12,5	14	13,46	27	25,96
10	I have favorite subjects that I like to read about	49	47,11	23	22,11	72	69,22	16	15,38	4	3,84	20	19,22
11	I read to learn new information about topics that interest me	42	40,38	34	32,69	76	73,07	17	16,34	11	10,57	28	26,91
12	I read about my hobbies to learn more about them	40	38,46	23	22,11	63	60,57	19	18,26	20	19,23	39	37,49
13	I like to read about new thing	51	49,03	22	21,15	73	70,18	15	14,42	13	12,5	28	26,92
14	I enjoy reading books about living things	41	39,42	28	26,92	69	66,34	22	21,15	13	12,5	35	33,65

**Table 4 Reading Involvement**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
15	I read story about fantasy and make believe	19	18,26	36	34,61	55	52,87	21	20,19	23	22,11	44	42,3
16	I like mysteries	45	43,26	25	24,03	70	67,29	17	16,34	7	6,73	24	23,07
17	I make pictures in my mind when I read	30	16,34	36	34,61	66	50,95	20	19,23	16	15,38	36	34,61
18	I feel like I make friends with people in good books	22	21,15	31	29,80	53	50,95	28	26,92	23	22,11	51	49,03
19	I read a lot of adventure stories	43	41,34	27	25,96	70	67,3	19	18,26	14	13,46	33	31,72
20	I enjoy a long, involved story or fiction book	31	29,80	38	36,53	69	66,33	21	20,19	14	13,46	35	33,65

**Table 5 Importance of Reading**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
21	It is very important to me to be a good reader	47	45,19	29	27,88	76	73,07	18	17,30	10	9,61	28	26,91
22	In comparison to other activities I do, it is very important to me to be a good reader	34	32,69	43	41,34	77	74,03	17	16,34	10	9,61	27	25,96

**Table 6 Reading Work Avoidance**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%

23	I don't like vocabulary questions	18	17,30	29	27,88	<b>47</b>	<b>45,18</b>	27	25,96	29	27,88	<b>56</b>	<b>53,84</b>
24	Complicated stories are no fun to read	22	21,15	31	29,80	<b>53</b>	<b>50,95</b>	27	25,96	23	22,11	<b>50</b>	<b>48,07</b>
25	I don't like reading something when the words are too difficult	33	31,73	25	24,03	<b>58</b>	<b>55,76</b>	29	27,88	17	16,34	<b>46</b>	<b>44,22</b>
26	I don't like it when there are too many people in the story	16	15,38	33	31,73	<b>49</b>	<b>47,11</b>	24	23,07	29	27,88	<b>53</b>	<b>50,95</b>

**Table 7 Competition Reading**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
27	I try to get more answer right than my friends	35	33,65	27	25,96	<b>62</b>	<b>59,61</b>	19	18,26	14	13,46	<b>33</b>	<b>31,72</b>
28	I like being the best at reading	54	51,92	25	24,03	<b>79</b>	<b>75,95</b>	11	10,57	7	6,73	<b>18</b>	<b>17,3</b>
29	I like to finish my reading before other students	33	31,73	30	28,84	<b>63</b>	<b>60,57</b>	22	21,15	18	17,30	<b>40</b>	<b>38,45</b>
30	I like being the only one who knows an answer in something we read	48	46,15	22	21,15	<b>70</b>	<b>67,3</b>	19	18,26	14	13,46	<b>33</b>	<b>31,72</b>
31	It is important for me to see my name on a list of a good readers	45	43,26	31	29,80	<b>76</b>	<b>73,06</b>	13	12,5	13	12,5	<b>26</b>	<b>25</b>

32	I am willing to work hard to read better than my friends	43	41,3 4	37	35,57	<b>80</b>	<b>76,91</b>	15	14,42	17	16,3 4	<b>32</b>	<b>30,76</b>
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**Table 8 Recognition for Reading**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
33	I like having the teacher say I read well	38	36,5 3	32	30,76	<b>70</b>	<b>67,29</b>	13	12,5	17	16,3 4	<b>30</b>	<b>28,84</b>
34	My friends sometimes tell me I am a good reader	25	24,0 3	30	28,84	<b>55</b>	<b>52,87</b>	35	33,65	11	10,5 7	<b>46</b>	<b>44,22</b>
35	I like to get compliments for my reading	25	24,0 3	27	25,96	<b>52</b>	<b>49,99</b>	28	26,96	17	16,3 4	<b>45</b>	<b>43,3</b>
36	I am happy when someone recognizes my reading	37	35,5 7	34	32,69	<b>71</b>	<b>68,26</b>	24	23,0 7	8	7,69	<b>32</b>	<b>30,76</b>
37	My parents often tell me what a good job I am doing in reading	28	26,9 2	38	36,53	<b>66</b>	<b>63,45</b>	20	19,23	18	17,3 0	<b>38</b>	<b>36,53</b>

**Table 9 Reading for Grades**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
38	Grades are good way to see how well you are doing in reading	37	35,5 7	34	32,69	<b>71</b>	<b>68,69</b>	16	15,3 8	13	12,5	<b>29</b>	<b>27,88</b>
39	I look forward to finding out my reading grades	32	30,7 6	31	29,80	<b>63</b>	<b>60,56</b>	21	20,19	15	14,4 2	<b>36</b>	<b>34,61</b>
40	I read to improve my grades	36	34,6 1	44	42,30	<b>80</b>	<b>76,91</b>	14	13,46	8	7,69	<b>22</b>	<b>21,15</b>

41	My parents ask me about my reading grade	32	30,7	43	41,34	<b>75</b>	<b>72,1</b>	25	24,0	13	12,5	<b>38</b>	<b>36,5</b>
			6						3			<b>3</b>	

**Table 10 Social Reason for Reading**

No	Statement	4		3		Total		2		1		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
42	I visit the library often with my family	22	21,1	20	19,23	<b>42</b>	<b>40,38</b>	27	25,9	37	35,5	<b>64</b>	<b>61,57</b>
			5					6		7			
43	I often read to my brother or my sister	22	21,1	25	24,03	<b>47</b>	<b>45,18</b>	26	25	33	31,7	<b>59</b>	<b>56,73</b>
			5							3			
44	My friends and I like to trade things to read	35	33,6	20	19,23	<b>55</b>	<b>52,88</b>	22	21,15	27	25,9	<b>49</b>	<b>47,11</b>
			5							6			
45	I sometimes read to my parents	17	16,3	28	26,92	<b>45</b>	<b>43,26</b>	20	19,2	36	34,61	<b>56</b>	<b>53,8</b>
			4					3				<b>4</b>	
46	I talk my friends about what I am reading	36	34,6	28	26,92	<b>64</b>	<b>61,53</b>	23	22,1	20	19,2	<b>43</b>	<b>41,34</b>
			1					1		3			
47	I like to help my friends with their schoolwork in reading	38	36,5	32	30,76	<b>70</b>	<b>67,29</b>	18	17,30	15	14,4	<b>33</b>	<b>31,72</b>
			3							2			
48	I like to tell my family about what I am reading	19	18,2	35	33,65	<b>54</b>	<b>51,91</b>	28	26,92	22	21,1	<b>50</b>	<b>48,07</b>
			6							5			

## 2. Discussion

After analyzing the data by distributing questionnaires, it can be concluded that there were three factors that influenced students' reading motivation of SMP N 7 Pemulutan.

The first concerning self-efficacy was represented by two dimensions namely, reading efficacy and reading challenge. According to Bandura (1994) self-efficacy has been described as one's perceived abilities at specified levels. As the result, students believe they should develop

reading skills for reading effectiveness, they learn more reading and the students were inspired to read books to be a successful reader. Khairuddin (2000) explained that in school and life, reading was the road to success, one who did want to learn would not be able to succeed. In short, reading was very influence in people daily life especially for students.

The second, students were also proved to have intrinsic motivation, for reading as they have highly percentage in the statements composing the four dimensions namely, reading curiosity, reading involvement, reading work avoidance, importance of reading. As the result, four indicators only three were the most dominant for students, except reading work avoidance. According to Deci (1975) intrinsically motivated behaviors were activities that have no obvious reward except for the activity itself.

The third was presented extrinsic motivation and social motivation for reading. The students were more extrinsically motivated, seen from the frequency of answering items most of them choose to agree with the statement. Wang & Guthrie (2004) described that, extrinsic motivation comes from outside where an person tries to fulfill "external values and demands". Included five dimension namely, reading recognition, reading for grades, competition in reading, social reason in reading, and compliance.

## **Conclusion**

Regarding to the previous findings and discussion. It can be concluded that the students reading motivation in English at SMP N 7 Pemulutan was good. The eleven dimensions of reading motivation have all proved to be present in the students who participated in the study. The survey covers (a) self-efficacy factors can make the students more motivated in reading. (b) Intrinsic factors included enjoyable, and students' interest in reading. (c) Extrinsic factors covered such as for finishing assignment.

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