

**THE STUDENTS' MOTIVATION IN READING AND READING INTEREST OF
THE FIFTH SEMESTER STUDENTS OF IAIN PALANGKA RAYA**

THESIS

Presented to Education Department of State Islamic Institute Palangka Raya
as Partial Fulfillment of Requirements
for Degree of Sarjana Pendidikan



by:

CHITRA MULIATI
SRN. 1001120607

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1438 H/2017 M**

**THE STUDENTS' MOTIVATION IN READING AND READING INTEREST OF
THE FIFTH SEMESTER STUDENTS OF IAIN PALANGKARAYA**

THESIS

Presented to Education Department of State Islamic Institute Palangka Raya
as Partial Fulfillment of Requirements
for Degree of Sarjana Pendidikan



by:

CHITRA MULIATI
SRN. 1001120607

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1438 H/2017 M**

ADVISOR APPROVAL

Thesis Title : **The Students' Motivation in Reading and Reading Interest of the Fifth Semester Students of IAIN Palangka Raya**

Name : Chitra Muliati

SRN : 1001120607

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*Munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

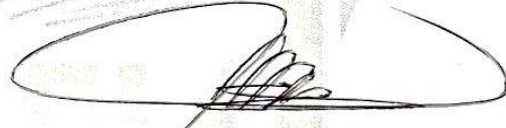
Palangka Raya, June 6th, 2017

Advisor I



Dra. HALIMAH, M. Pd.
ORN.19671226 199603 2 003

Advisor II



LUQMAN BAEHAQL, S.S., M. Pd.
ORN.19800823 201101 1 005

Acknowledged by:

Vice Dean in Academic Affairs



Dra. Hj. RODHATUL JENNAH, M.Pd.
ORN. 19671003 199303 2 001

Chair Department of Language Education



SANTI ERLIANA, M.Pd.
ORN. 19801205 200604 2 003

PERSETUJUAN SKRIPSI

Judul Skripsi : **Motivasi Membaca dan Bahan Bacaan yang Diminati**
Mahasiswa Semester Lima IAIN Palangka Raya

Nama : Chitra Muliati

NIM : 1001120607

Fakultas : Tarbiyah dan Ilmu Keguruan

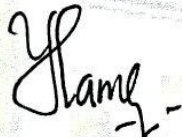
Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah disetujui oleh pembimbing skripsi untuk disidangkan oleh tim penguji skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 6 Juni 2017

Pembimbing I



Dra. HALIMAH, M. Pd.
NIP.19671226 199603 2 003

Pembimbing II



LUQMAN BAEHAQI, S.S., M. Pd.
NIP.19800823 201101 1 005

Mengetahui:

Wakil Dekan Bidang Akademik



Dra. Hj. RODHATUL JENNAH, M.Pd.
NIP. 19671003 199303 2 001

Ketua Jurusan Pendidikan Bahasa



SANTI ERLIANA, M.Pd.
NIP. 19801205 200604 2 003

THESIS APPROVAL

Thesis Title : **The Factors Affecting Students' Motivation in Reading and Reading Interest of the Fifth Semester Students of IAIN Palangka Raya**

Name : Chitra Muliati

SRN : 1001120607

Faculty : Teacher Training and Education

Department : Language Education

Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasyah* on:

Day : Wednesday

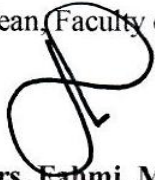
Date : June 14th, 2017 M

BOARD OF EXAMINERS

1. Hj. Apni Ranti, M.Hum
(Chair/Examiner)
2. Santi Erliana, M.Pd
(Main Examiner)
3. Dra. Halimah, M.Pd
(Examiner)
4. Luqman Baehaqi, S.S, M.Pd
(Secretary/Examiner)

Approved by:

Dean, Faculty of Teacher Training and Education


Drs. Fahmi, M.Pd.

ORN. 19610520 199903 1 003

MOTTO AND DEDICATION

“Read! In the name of thy Lord and Cherisher, Who Created”

(Q.S. Al-‘Alaq: 1)

This thesis is dedicated to:

My beloved father H. Anas Ikhsanuddin and mother Murti Astuti for their valuable endless prayer, sacrifice and support. And my favorite people in the whole universe, Tiara, Ibra, Farhan, Izzy, Xavi, and Nasyita, my sisters Rinie and Lia, and brothers Rahman and Tegar.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Herewith, I:

Name : Chitra Muliati
SRN : 1001120607
Faculty : Teacher Training and Education
Department : Language Education
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, June 2017

Yours faithfully



Chitra Muliati
SRN. 1001120607

ABSTRACT

Muliati, Chitra. 2017. *The Students' Motivation in Reading and Reading Interest of the Fifth Semester Students of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dra. Halimah, M.Pd (II) Luqman Baehaqi, S.S, M.Pd.

Keywords: motivation, reading motivation, types, reading interest

There is a major concern among educators about students who can not read but more seriously about those who can read but do not have the motivation to read. In recent years, many researchers have tried to find out the reason behind the lack of motivation to read. In any academic or higher learning context, reading is perceived as the most prominent language skill. It is through reading that the students learn new information and become able to synthesize, evaluate, and interpret. As the better readers the students are, the better achievement they get in second language acquisition. There must be reasons what control the students' behavior toward reading.

This study was aimed at: (1) investigating the factors that motivate the fifth semester students in reading, and (2) knowing what types of reading materials interest the students.

The study was descriptive study using qualitative approach with case study design. Data were collected through a questionnaire and interview which analyzed quantitatively. The subjects of study were 40 students from the fifth semester of IAIN Palangka Raya. The students are all in similar age of 20-21 years old. The samples of the study were chosen by using purposive sampling technique.

The results of the study showed that: (1) the fifth semester students of IAIN Palangka Raya have only acquired an average level of reading motivation. This can be rooted from a low level of competency regarding their prior knowledge and experience in reading. The students' tendency to ditch reading difficult materials and the high level of work avoidance, recognition, and compliance, shows that students are mainly motivated by extrinsic motivation, (2) the results of reading interest also discovered that the students found non-academic related materials more interesting than the academic ones. There was a quite gap in difference between the male and female reading interest, yet the types of reading for pleasure materials dominate for the other types for both genders.

ABSTRAK

Muliati, Chitra. 2017. *Motivasi Membaca dan Bahan Bacaan yang Diminati Mahasiswa Semester Lima IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.
Pembimbing: (I) Dra. Halimah, M.Pd (II) Luqman Baehaqi, S.S, M.Pd.

Keywords: motivasi, motivasi membaca, tipe-tipe, bahan bacaan yang diminati

Terdapat kekhawatiran besar di antara para pendidik terhadap para siswa yang tidak bisa membaca namun lebih-lebih terhadap mereka yang dapat membaca namun tidak memiliki motivasi untuk membaca. Dalam beberapa tahun terakhir, banyak peneliti mencoba untuk menemukan alasan dibalik kurangnya motivasi membaca. Di dalam konteks akademik, membaca dianggap sebagai keterampilan bahasa yang paling penting. Bahwa melalui membaca, para siswa mempelajari informasi baru dan mampu mensintesis, mengevaluasi dan menafsirkan hal-hal baru. Semakin baik seseorang dalam membaca, semakin baik pula pencapaian yang didapatkan dalam penguasaan bahasa kedua. Pasti ada alasan apa yang mengendalikan motivasi siswa dalam membaca.

Penelitian ini bertujuan untuk (1) menginvestigasi faktor-faktor yang memotivasi mahasiswa semester lima dalam membaca, (2) mengetahui tipe-tipe bahan bacaan yang menarik menurut mahasiswa.

Penelitian ini adalah analisis deskriptif yang menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui kuisioner dan wawancara yang dianalisis dengan metode kuantitatif. Subyek penelitian adalah empat puluh orang mahasiswa semester lima di IAIN Palangka Raya. Mereka memiliki rentang usia yang sama berkisar 20-21 tahun. Sampel dari penelitian dipilih berdasarkan teknik *purposive sampling*.

Hasil penelitian menunjukkan bahwa (1) para mahasiswa semester lima IAIN Palangka Raya hanya memiliki motivasi membaca di level rata-rata. Ini disebabkan rendahnya level kompetensi dan kepercayaan diri yang berhubungan dengan pengetahuan dan pengalaman dalam membaca. Para mahasiswa cenderung mengabaikan bahan bacaan yang sulit dan tingginya level dalam work-avoidance, recognition, dan compliance menunjukkan bahwa motivasi utama berasal dari motivasi ekstrinsik, (2) hasil dari bahan bacaan yang diminati mengungkapkan bahwa mahasiswa lebih menyukai bacaan non-akademik. Terdapat perbedaan yang cukup mencolok untuk bahan bacaan yang diminati antara lelaki dan perempuan. Namun, jenis bahaan untuk kesenangan lebih mendominasi dibandingkan bahan bacaan lain untuk kedua gender tersebut.

ACKNOWLEDGMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Her appreciation is addressed to:

1. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M.Pd., for his invaluable assistance both in academic and administrative matters.
2. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Dr. Hj. Hamidah, M.A., for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
5. Secretary of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
6. Her thesis advisors, Dra. Halimah, M.Pd. and Luqman Baehaqi, S.S., M.Pd., for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis.
7. Both members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.
8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

9. Her beloved parents, H. Anas Ikhsanuddin and Murti Astuti, for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all.
Amin.

Palangka Raya, June 2017
The writer,

Chitra Muliati
SRN. 1001120607

TABLE OF CONTENTS

	Page
COVER	i
COVER (Second Page)	ii
ADVISOR APPROVAL	iii
THESIS APPROVAL	iv
MOTTO AND DEDICATION	v
DECLARATION OF AUTHORSHIP	vi
ABSTRACT	vii
ABSTRAK (Indonesian)	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
 CHAPTER I INTRODUCTION	 1
A. Background of the Study	1
B. Research Problems	6
C. Objectives of the Study	6
D. Scope and Limitation	6
E. Significance of the Study	7
F. Definition of Key Terms	7
 CHAPTER II REVIEW OF RELATED LITERATURE	 9
A. Related Studies	9
B. Nature of Motivation	12
C. Factors Influence Motivation	16
1. Gender	16
2. Age	17
3. Soccio-economic Bacckground	18
4. Reading Habits	19
D. Nature of Reading	20
E. Reading	22
1. Definition of Reading	22
2. Aims for Reading	23
3. Types of Reading	24

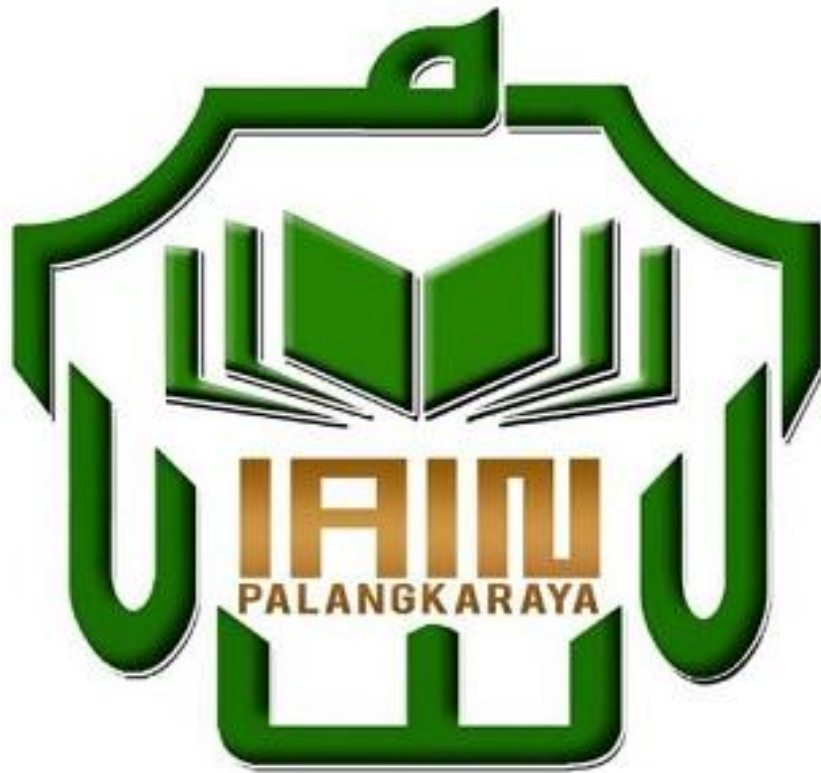
	F. Reading Interest.....	26
CHAPTER III	RESEARCH METHODOLOGY	30
	A. Research Type	30
	B. Research Design	31
	C. Research Site	32
	D. Sources of Data	33
	E. Research Instrument	34
	1. Motivation for Reaing Questionnaire.....	34
	2. Reading Interest Questionnaire	35
	3. Interview.....	36
	4. Testing the Validity and Reliability	37
	a. Validity Test.....	38
	b. Reliability Test	40
	5. Role of the Researcher	41
	F. Data Collection Procedure.....	42
	G. Data Analysis Procedure	44
	H. Data Endorsement	46
CHAPTER IV	RESEARCH FINDINGS AND DISCUSSION.....	49
	A. Data Presentation.....	49
	1. Motivation for Reading Questionnaire.....	49
	2. Reading Interest.....	62
	B. Research Findings	65
	C. Discussion	67
CHAPTER V	CONCLUSION AND SUGGESTION	74
	A. Conclusion.....	74
	B. Suggestion	75
REFERENCES.....		77
APPENDICES		82

LIST OF TABLES

Table	Page
3.1 Validity Test of Motivation Reading Questionnaire.....	38
3.2 Reliability Test of Motivation Reading Questionnaire	41
4.1 Standard Deviation of Each Item in MRQ	50
4.2 The distribution of frequency of questionnaire scale	52
4.3 The distribution of the frequency in competence and self efficacy beliefs	52
4.4 The distribution of the frequency in goals for reading categories	53
4.5 The distribution of the frequency in social purposes for reading	54
4.6 The frequency distribution of the dimension of self efficacy	55
4.7 The frequency distribution of the dimension of challenge.....	55
4.8 The frequency distribution of the dimension of work-avoidance.....	56
4.9 The frequency distribution of the dimension of curiosity	57
4.10 The frequency distribution of the dimension of involvement	57
4.11 The frequency distribution of the dimension of curiosity	58
4.12 The frequency distribution of the dimension of recognition	59
4.13 The frequency distribution of the dimension of grades	59
4.14 The frequency distribution of the dimension of competition	60
4.15 The frequency distribution of the dimension of social	61
4.16 The frequency distribution of the dimension of compliance	61
4.17 Types of reading materials preferred by the participants	62
4.18 The difference of reading interest based on gender	63

LIST OF APPENDICES

Appendix	Page
2.1 Data Transcription	
2.2 Curriculum Vitae	



CHAPTER I

INTRODUCTION

CHAPTER I

INTRODUCTION

The chapter covers the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

A. Background of Study

English is an international language in every part of people's life in the world. Science, news, theory, philosophy, and many others can be learnt from another countries which mostly are written in English. In order to understand them, being able to read in English becomes an essential thing for everyone to enrich his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, academic books using English.

Grellet (1986: 4) states that there are two main reasons for reading, the first one is reading for pleasue and the second is reading for information. Those reasons may affect us to read as much as possible to get a lot of information, knowledge, enjoyment and even problem solutions from reading activity. Therefore, the ability to read the text in any form will give a great deal of advantages in our life.

Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. In order to

face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, Noor (2011: 2) states reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers. Thus the achievement of quality basic education calls for the development of good reading habits of both young and adult learners.

Reading becomes the main aim of language teaching which is a skill and a part of the teaching program. Its purposes are to enable students to read and understand the text materials correctly. Then it is essential to read in the right way in order to understand the target language. Students who read the text in their own language it is not really difficult for them to read it. However, when they read it in a foreign language they have difficulties in reading. According to Badawi (1992: 18), there are several factors effect students' ability to learn reading: Conceptual development based on external and internal stimuli can be defined as the motivation. Then, experimental background which influences the prior knowledge of the reader and the language competency which will enable the reader to understand and compehend what they read.

Reading comprehension is a part of reading subject, which is emphasized in reading comprehension of contents. In other words, reading

comprehension is meant as the act of grasping the reading content with the mind. Comprehension includes recognizing and understanding main ideas and related details. This is in line with Nuttal's statement that reading comprehension is not only on the pronouncing or loud reading, but also on the understanding reading taken in consideration. Nuttal (1982: 3) concludes that it is unlikely that you were interested in the pronunciation of what you read except in a tiny minority of cases, it is even likely that you were interested in grammatical structures used. You read because you want to get something from the writing; fact, ideas, enjoyment, even feelings or family community (from a letter): whatever you want to get the message that the writer had expressed.

Therefore, Spangler (2000: 15) in order to become mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read, or later will be mentioned as motivation, will influence students interest in reading, whether they will engage and engross in their reading. Motivation, as a subjective factor, always affects students' learning behavior. Spolsky, an American linguist mentioned motivation as the combination of effort plus desire to achieve the goal of learning, plus favorable attitudes towards learning the language, could make a successful achievement in language learning. Lacking in desire or favorable attitudes, namely lacking in motivation, is one of the most important factors that progress in reading class.

The role of motivation in language learning has been studied since 1960s. Most language teachers will agree that motivation of the students is one of the most important factors influencing their success or failure in language learning. American linguist Brown (2000: 143) said that if one has the proper motivation in second language learning, he could certainly be successful, which brought out the importance of motivation and the way it can overcome unfavorable circumstances in other aspects of language learning.

Researchers and practitioners have become increasingly aware of the importance of reading motivation in explaining literacy behavior. Cramer and Castle (1994: 19) even suggested that attention to the affective aspects of reading, such as motivation, may help combat the increasing disaffection from reading. Indeed, according to Mitchell (1992: 65) motivation for learning is thought to be one of the most critical determinants of the success and quality of any learning outcome and Guthrie (2000: 408) also stated that it is therefore likely “that motivational processes are the foundation for coordinating cognitive goals and strategies in reading”. According to Baumann and Duffy (1997: 201), “motivation to read and reading ability are synergistic, mutually reinforcing phenomena”. In some cases Gambrell, Guthrie and Alvermann (1992: 26) pointed many teachers also acknowledge that a lack of motivation causes many of the problems they face in teaching. Motivation to read is also thought to mediate the so-called “Matthew effect”, which refers to the circular relationship between practice and

achievement that was described earlier as defined by Stanovich (1986: 407). Better readers tend to read more because they are motivated to read, which leads to improved vocabulary and better skills. As a result, the gap between good and poor readers grows over time. The same circular relationship holds for other areas in literacy, including writing and speaking and/or listening skills.

The problems about students' motivation to read are also faced by university students of IAIN Palangka Raya. Some people found out that they were not "in love" in books so that they felt difficult to read. Some others stated, books were not interesting even though the fact is that they needed to read to get information (knowledge). While others, said that preference books influenced them to read and comprehend the books. Some others complained about their mastery on vocabulary, they said it was difficult to read when you wonder what the word's meaning.

Based on the reasons above related to student's motivation on reading, the factors that influence them to read, then the writer is interested on investigating the factors that affect the students' motivation in reading. Thus the writer would like to conduct the study entitled: "The Students' Motivation in Reading and Reading Interest at The Fifth Semester Students at IAIN Palangka Raya"

B. Research Problem

Based on the background of the study above, the problems of the study are as follow:

1. What are motivations that influence students in reading?
2. What types of reading materials interest the students?

C. Objectives of the Study

The objectives of this study are:

1. To investigate the motivations that influence students in reading.
2. To know what types of reading materials interest the students.

D. Scope and Limitation

The research is only conducted to the fifth semester students in academic year 2016/2017 at IAIN Palangka Raya. The research is conducted limited only to find out the factors affecting motivation in reading and what reading materials interest the fifth semester students at IAIN Palangka Raya.

E. Significance of the Study

The writer hopes that the research has two significances. Theoritically, the result of this study can give contribution to support the theories about the students motivation in reading, and give insight to researchers who might study the similiar topic. Practically, especially for

EFL teachers who might use this research result as an input for English teaching learning, after knowing the factors that affect student motivation in reading in order to provide an array of reading materials then the students will be more engaged and engrossed in their reading. And for the students, hopefully they will have a better improvement in reading by finding the reading materials which provide textual, realistic, readable, and convincing text that will interest and fulfill their need based on their motivations in reading.

F. Definition of Key Terms

1. Motivation:

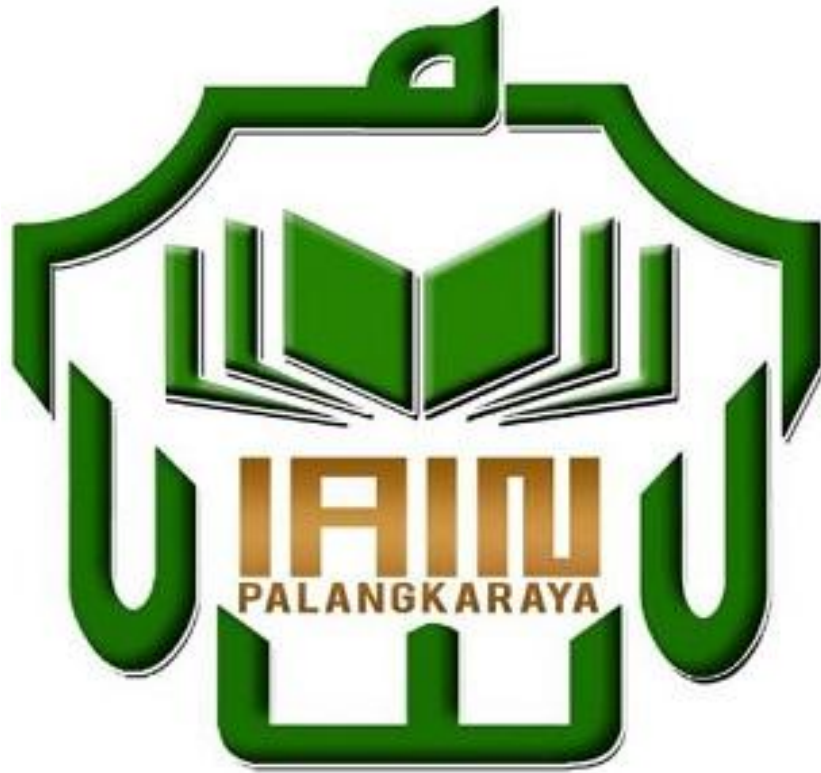
Motivation is general desire or willingness that becomes the reason(s) someone has for acting and behaving in a particular way.

2. Reading interest:

Reading interest is the persistent tendency of particular source of reading which arising a strong desire to read.

3. Type:

Type is a number of things sharing a particular characteristics, or set of characteristics that causes them to be regarded as a group, more or less precisely defined as designated group or category.



CHAPTER II

REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of literature. It covers the three major sections; previous studies, the nature of motivation, factors influencing students' motivation, the nature of reading, and reading interest.

A. Related Studies

A research of a survey was carried out to identify Petroleum Engineering students' motivation and attitudes towards learning the English language. The study investigated students' motivation in terms of three motivational constructs: instrumental motivation, integrative motivation and personal motivation. The study sample consisted of 81 petroleum engineering students at Hadhramout University of Sciences and Technology (HUST). A questionnaire and interviews were used for data collection. For the students' motivation, the findings showed the subjects' greater support of instrumental reasons for learning the English language including utilitarian and academic reasons. Personal reasons were also regarded as important motives by the students. However, regarding the integrative reasons, the results provided evidence that learning English as a part of the culture of its people had the least impact in students' English language motivation. On the other hand, data for the students' attitudes revealed that most of students had positive attitudes towards the social value and educational status of English. In addition, the findings showed the students'

positive orientation toward the English language. Interestingly enough, the results of research conducted by Tamimi and Shuib (2009: 17) indicated that a high number of the students showed their interest in the culture of the English speaking world as represented by English-language films. Finally, some pedagogical implications that would help the students' motivation and attitudes were presented.

One significant area where learners' preferences influence their learning can be seen in reading (Tamimi, 2009: 18). In any academic or higher learning context, reading is perceived as the most prominent academic language skill for all second and foreign language learners. It is through reading that these learners learn new information and become able to synthesize, evaluate and interpret in order to learn more about their subject matter. Pursuing a postgraduate study requires extensive reading practices which will enable the learners to extend their literacy development. The present study examines the reading habits and preferences of a group of EFL graduate students. Overall findings of the study reveal that the EFL post graduate learners read different types of reading materials, have different reasons for reading as well as demonstrated language preference in reading. The results of this study are consistent with findings from other studies (Shen & Hagood, 2003: 391) that indicated students' primary preference for reading online materials. Another interesting finding was the preference of these learners to read fiction type materials. Such results may indicate that these students are

motivated towards reading. In addition, reading literary materials fosters students' language development and is assumed to be a channel for learning about other cultures. Therefore, students should be motivated and encouraged to read different text types in foreign language as part of both compulsory and elective courses as suggested by Noor (2011: 3).

There is a major concern among educators and parents about students who cannot read but more seriously about those who can read but do not have the motivation to read. The study investigated 245 undergraduates' level of reading motivation and their reading strategies use when they read academic texts. The results showed that the undergraduates' reading motivation was of moderate level and they mostly use the cognitive reading strategy instead of the metacognitive reading strategy. There seemed to be a connection between the undergraduates' reading motivation and the reading strategy used. The results indicated that the undergraduates' motivation to read had an influence on the use of the reading strategy. Though female students had higher reading motivation compared to male students, both groups only use the cognitive reading strategy. Therefore, the results showed that undergraduates having moderate reading motivation tend to use only cognitive reading strategy. Thus, reading motivation does influence the acquisition of reading skills and there is a possibility that the higher reading motivation, the higher the tendency to use high level reading skills such as metacognitive which is a necessity for students' effective reading. Teachers should motivate students to become active readers by

improving students' intrinsic motivation and decreasing their extrinsic motivation. Other research results conducted by Bavaria (2011: 39) revealed that there was a significant difference among the five Diploma programs and finally, the students' reading motivation had no significant relationship with their economic background.

Another study conducted by Sanford (2015: 197) revealed that when the motivation-to-read factors were added to the regression equation, students' predictive value was marginalized and only extrinsic motivation remained a predictor, albeit for students' who were less extrinsically motivated. Clearly, student motivation-to-read is important to reading in general and comprehension specifically (Guthrie, 2008). Without a desire to read, students will only pick up a book when absolutely necessary, many will not read one for pleasure. One reason for lack of motivation-to-read is that reading is a cognitive task for them, it has not become automatized, and is difficult. Improvements in reading comprehension and general reading ability should therefore increase a student's motivation to read. Additionally, the instruments used to measure motivation-to-read should focus on fewer constructs (i.e., student engagement, intrinsic motivation, extrinsic motivation) so that better analyses can be rendered.

B. Nature of Motivation

Grendel (2001: 90) points that motivation is the attribute that "moves" us to do or not do something. Albert Bandura suggests that motivation (or a lack thereof) is the result of an individual's self-efficacy related to a task.

Bandura (1986: 49) defines self-efficacy as the beliefs we have about ourselves that cause us to make choices, put forth effort, and persist in the face of difficulty.

Reading motivation is a complex construct since there are two aspects of reading motivation that are based on different reasons or goals that give rise to an action – namely intrinsic and extrinsic motivation. According to Ryan and Deci (2000: 16), intrinsic motivation refers to engagement in an activity that is based on personal interest in the activity itself. Readers who are intrinsically motivated are more likely to find a variety of topics that interest them and to benefit from an accompanying sense of pleasure. Studies have linked intrinsic reading motivation to:

- a. Greater reading frequency and greater breadth of reading (Hidi, 2000: 27).
- b. Greater reading (Cox and Guthrie, 2001: 131).
- c. Greater retention of key information (Guthrie, van Meter, Hancock, Alao, Anderson, McCann, 1998: 275).
- d. Greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks.

Wigfield and Guthrie (2000: 188) reported that several aspects of intrinsic motivation predict breadth of reading and reading comprehension: importance, curiosity, involvement and challenge. These can be described in more detail as follows:

- a. Importance of reading refers to the belief that reading is valuable.

- b. Curiosity is the desire to learn about a particular topic of personal interest.
- c. Involvement refers to the enjoyment of reading certain kinds of literary or information texts.
- d. Preference for challenging reading is the satisfaction of mastering or assimilating complex ideas in text.

By contrast, extrinsic motivation involves engagement in an activity in response to external values and demands. For example, when children read to avoid punishment or to meet teachers' or parents' expectations, they are extrinsically motivated because their desire to read is controlled externally. Extrinsically motivated pupils may therefore not read because they are interested but because they want to attain certain outcomes (e.g. recognition from others or good grades). Wigfield and Guthrie (1997: 43) reported that extrinsic motivation was made up of three aspects: recognition, grades and competition.

According to Wigfield (1997: 22), these aspects can be defined as follows:

- a. Reading for recognition is the pleasure in receiving a tangible form of recognition for success
- b. Reading for grades refers to the desire to be favorably evaluated by the teacher.
- c. Competition in reading is the desire to outperform others in reading.

Several studies have shown that both forms of motivation predict amount and breadth of reading, but that the relationship is stronger for intrinsic motivation.

Research has also shown that intrinsic but not extrinsic motivation predicts reading for pleasure. For example, children who were intrinsically motivated read fiction at least once a week, and in some case almost daily as reported by Wang and Guthrie (2004: 180). By contrast, extrinsic motivation was negatively associated with reading for pleasure, suggesting that children who read for the outcomes of reading are less likely to get enjoyment from books. The literature also indicates that the two forms of motivation have different relationships with text comprehension. Intrinsic motivation was positively related to text comprehension after other variables, such as extrinsic motivation and reading amount, were controlled for.

Extrinsic motivation, on the other hand, was negatively associated with text comprehension in this study. Indeed, there is some indication in the literature that pupils who are extrinsically motivated readers are more likely to use strategies at surface level, such as guessing and memorization as pointed by Pintrich and Schrauben (1992: 110).

In general, the different forms of motivation have also been associated with different learning strategies and different qualities of learning. Clark and Rumbold (2006: 90) suggested that intrinsic motivation

has typically been related to learning that leads to conceptual understanding and higher level thinking skills, while extrinsic motivation tends to lead to “surface” rather than “deep” learning.

C. Factors Influence Motivation

There are some factors influencing students’ motivation towards their reading interest. Major factors usually differs in gender, age, socio-economic background, and reading habit.

1. Gender

Singh (2011: 42) examined academic achievement and study habits of higher secondary students. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their reading habits. Bhan and Gupta (2010: 8) on the other hand examined study habits among the students belonging to scheduled caste and non-scheduled caste group. The results revealed that sex has no significant impact on the study habits and academic achievement of students. Higginbotham (1999: 192), examined the reading interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public school located in a southeastern state Atlanta, Georgia. The result of this study showed differences in interest by gender, which are congruent with many society’s stereotypes, and

females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. Also, the male respondents had a stronger preference for non-fiction than did the female respondents.

2. Age

It has been suggested that mature students (>23 years old) may have difficulties coping with the demands of learning compared to young students (<23 years old) (Newman-Ford, Lloyd & Thomas, 2009: 76). Indeed, Richardson (1994: 14) concludes that mature students seek a deeper meaning towards their academic work and were less likely to adopt a surface approach or reproducing orientation like the younger students. This affects their preference in reading materials.

Duthie (2005: 128) found that as students grow older, the interests to engage in texts are less likely to occur because of the other free-time possibilities that are competing for the adolescent's attention. It is unsurprising that there are ample factors that motivate students to read, but Atkinson (2006: 16) found that both genders have a different purpose for reading and, by the age teen to adolescence, these differences are evident between males and females reading preferences. Mohr (2006: 32) found that stories, especially folk tales and fantasy are more prevalent in younger readers, but as they grow through the intermediate grades, their

genre preferences increase. Because of the differences in reading preferences at various grade levels, it is important that males and females are being provided with adequate exposure to a mixture of texts.

3. Socio-economic Background

Several authors (Guthrie, 1978: 62; Lietz, 1996: 11; OECD, 2001, 2002; Fredriksson, 2002: 19) emphasize that parents' level of education, socio-economic position of the family and cultural heritage play an important role in the learning achievements of students. The analysis of the data among the 4th graders in Latvia reveals the similar coherence between parents' education, study aids at home, financial position of the family and students' motivation in reading.

Other socio-economic factors are also taken into consideration when a student reads. Students' parents, siblings, and peers, as well as their culture images all play an important role in students' selection of reading materials. Geske and Ozola (2009: 28) have found that there are multiple factors explaining students' reading achievements. Several studies have indicated that there are various factors that influence students' literacy levels. These factors include gender, confidence, motivation and attention towards reading, school, parents' schooling, socioeconomic and culture disparities, and various home situations as well as students' background. It is suggested that students who have parents that are well educated shows a positive relationship with reading

achievement. This means that students with educated parents have higher reading success and reading habits thus are intrinsically motivated to read various reading materials (Geske & Ozola, 2009: 37).

4. Reading Habits

Guthrie, Benneth & McGough, (2007: 39) believe that “reading” is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life. (Issa et al 2012) further explain that reading is usually associated with books as only the written words provide a complete picture of the act of reading. It means that through reading, the individual is able to build or fix things, enjoy stories, discover what others believe and develop ideas or beliefs of their own. Thus, reading provides the key to all forms of information necessary for our day-to-day survival and growth. It follows then that if you are in the practice of reading regularly without thinking about it because of the permanence of its continuity, one can conclude that good reading habits have been formed. Incidentally, many students do not belong in the category of those with good reading habits. Their poor or bad reading habits could partly be held responsible for general poor performance that the school systems usually record in both internal and external examinations (Issa, 2012: 19). Thus, the enthusiasm associated with the urge to engage in reading practices voluntarily, pleurably and

extensively is almost nearly absent among the greater number of students in the schooling system today (Issa, 2012: 29).

The habits for visiting library also becomes one of the factors influencing students' motivation to read. Pachtman and Wilson (2006: 22) discovered from their research findings that supplying ample books in the class library, allowing students to choose their own books, participating in book counts and celebrations, and being able to visit the class library every day were the top results from student questionnaires and surveys on student motivation.

D. Nature of Reading

According to Oxford Advanced Learner's Dictionary (2005: 1383), reading is the activity or occupation of reading or a way in which something interpreted or understood, e.g. books, stories, newspapers or articles.

Reading is an important gateway to personal development, and to social, economic and civic life as opined by Holden (2004: 88). It allows us to learn "about other people, about history and social studies, the language arts, science, mathematics, and the other content subjects that must be mastered in school". As noted by the Department for Culture, Media and Sport, "people cannot be active or informed citizens unless they can read. Reading is a prerequisite for almost all cultural and social activities".

According to the International Reading Association (1999: 14) adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced

levels of literacy to perform their jobs, run their households, act as citizens and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial.

Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading provides experience to the individual so that he may expand his horizons, identify, extend and intensify his interest and gain deeper understanding of himself and other human being and of the world. Reading is important for students in general in order to cope with new knowledge in a changing world – that of the technological age. The ability to read is at the heart of self-education and lifelong learning. Mokatsi (2005: 68) suggests that reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self-discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information as well as the attitudes, morals, beliefs, judgments and action of readers as suggested Panigrahi, and Panda (1996: 65).

E. Reading

1. Definition of Reading

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc. Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in the passages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible. According to Walter R. Hill (1979: 4), reading is what the reader does to get the meaning he needs from textual sources. Meanwhile Guy L. Bond and Eva Bond Wagner (1969: 4) explained the meaning of

reading as the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings. F. Dubin (1986: 6) explained the meaning of reading is primarily a cognitive process, which means that the brain does most of the work.

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2. Aims of Reading

A person may read for many purposes, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson in Widyamartaya (1992: 90), there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference,

reading for classifying, reading for evaluating and reading for comparing of contest.

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statement.
- c. Reading for sequence of organization is reading to know each part of the story
- d. Reading for inference is reading to know what is the writer meant by its story
- e. Reading for classifying is reading to find unusual things
- f. Reading for evaluating is reading to know the value of the story
- g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Grellet (1981: 4) said that the aim of reading is:

- a. Reading for pleasure
- b. Reading for information (in order to find out something or in order to do something with the information you get).

Meanwhile Lester and Allice Crow (2001: 53) classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.

- a. Leisure-time reading. It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and movie program.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

3. Types of Reading

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading as defined by Nuttal (1982: 23).

- a. Intensive reading:

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: Reading dosage instruction for medicine.

- b. Extensive reading:

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story or novel.

F. Reading Interest

Reading interest or preferences seemed to be differed with different age levels. Mellon (1990: 228) surveyed the leisure reading choices of rural teenagers and found that their reasons for leisure reading were for entertainment and for acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. It has also been shown that informational reading was the main purpose for adult reading and their most popular books are: adventure, crime, social problems, novels, politics, and sports in ranking sequence. Platt (1986: 39) reviewed several selected studies on reading preferences of adolescents, and concluded that adolescents do read extensively in books, periodicals, and newspapers. Graduate and undergraduate students' reading behaviors are slightly varied.

Hall (1989: 18) examines 285 freshmen at a large southern urban university. Over 70% of all students favored reading magazines and newspapers most and novels least, and half of the students read the sports, entertainment and front-page sections of the newspaper regularly. In addition, graduate ESL students spent more time reading academic materials than did their undergraduate counterparts.

Through reading, one has access to a wide range of knowledge found in various reading materials like academic books, magazines, newspapers and journals (US Department of Education, 2005). One who does not know how to read or does not like to read will likely be archaic as he or she fails

to benefit from the opportunity to gain access to the wide range of knowledge. Besides, when readers read to get information, they indirectly improve their reading skills. This is supported by Eskey (2002) who stated that by reading, one learns to read and becomes better at reading. Due to this, people who read extensively can become good readers as they are exposed to new words. As a result, they will like reading and become successful.

The early experience ESL students encounter when reading second language materials could determine their attitudes towards reading and that students will employ the attitude that they have adopted towards reading in a second language as they advance to the development stages of reading as pointed by Marrero (2010). According to Mc Kool (2004: 131), reading interest is defined as readings done when students are outside the school compound. Furthermore, the US Department of Education defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, Khairudddin (2013: 169) suggested that reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favorite genres and types of English reading materials.

According to research conducted by Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984), reading interest has a strong positive relationship with the success of students both in school and life. When students read,

they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues. Besides, Anderson, Fielding and Wilson (1988) found that students' reading interest is one of the best predictors of a child's growth in reading.

In addition, other research also revealed that reading interest has been linked and related to vocabulary development, comprehension, fluency as well as general intellectual development (Guthrie & Wigfield, 2000: 26; Taylor, Frye & Maruyama, 1990; Anderson, Fielding & Wilson, 1988; Stanovich, 1986). Consequently, reading interest is also linked to academic success as students who love to read will be able to write well and have more ideas which will make them more creative and innovative (Grabe, 2003; Stansberry, 2009). This means that students who have little or no interest in reading will not be able to force themselves to pick up a book and read for academic purposes, let alone to read for pleasure. This is maintained by UNESCO (1983: 112) who stated that students who do not like to read at an early stage will not adopt reading habit as they grow older.



CHAPTER III

RESEARCH

METHODOLOGY

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers: a). Research Type, b.) Research Design, c.) Role of the Researcher in the Study, d.) Research Site, e.) Sources of Data, f). Research Instrument, g). Data Collection Procedure, g). Data Analysis Procedure, and h.) Data Endorsement.

A. Research Type

Qualitative research is a board field of inquiry that uses unstructured data collection method, such as observation or document to find themes and meanings to inform our understanding of the world. Qualitative research tends to try uncovering the reasons for behavior, attitudes and motivations, instead of just the details of what, where and when. Qualitative research can be done across many disciplines, such as social science, healthcare and business as pointed by Gay (1981: 13).

According to Ary (2003: 423) qualitative research involves studies that do not attempt to quantify their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations and documents analysis without formal measurement which will be used to understand perspectives and interpret behavior and intention in order to contextualize findings and may create theory grounded in the findings itself.

The research used qualitative research type to describe the factors that affecting students' motivation in reading and focuses only in quality of

nature of reading in students' behavior and activities. Furthermore, the assumptions based on this research type are the reality in the field is socially constructed, it means that the behavior or activities of reading is always changing as time goes by and the complex variables, in this case are the motivation and the factors that affecting them are difficult to measure hence this research used flexible, evolving, and emergent methods which are explained in the research design. (Ary, 2010: 112)

B. Research Design

This research used case study research designs or approaches which can be based on their function, characteristics, or disciplinary perspective. One's selection of a research design is determined by how well it allows full investigation of a particular research question as pointed by Hancock and Algozzine (2006: 31). Employed by researchers in the fields of psychology, sociology, education, medicine, law, political science, government, and business, case study designs are often related to the disciplinary background from which they are derived. Furthermore, according to Ary (2010: 455) case study, which is an in-depth examination of individual or unit will emphasize of understanding why the individual does what he or she does and how behavior changes the individual responds to the environment.

Case study research data collection usually combines a variety of data collection methods such as interviews, observation and document archives. Although case studies are typically discussed under the label of

qualitative research (because a single case cannot be representative of a population), actual case studies often include quantitative data collection instruments as well such as questionnaires (Verschuren, 2003: 148). Thus, the case study is not a specific technique but rather a method of collecting and organizing data so as to maximize the understanding of the unitary character of the social being or object studied (Dornyei, 2007: 151).

The case study orientation that was used is the historical analysis. Historical case studies are often descriptions of events, programs, or organizations as they have evolved over time. Extending traditional historical research, historical case study research typically includes direct observation and interviews of key participants. Historical case study research produces more than a chronological listing of events; it results in a researcher's descriptive interpretation of factors that both cause and result from the events (Hancock and Algozzine, 2006: 31). This research conducted the method of document analyses and interviews from the participants to understand better a theoretical explanation that underpinned a particular issue rather than wanted to understand the issue itself. In other words, the writer gathered information about students' motivation through documents analyses to determine the factors which affecting their motivation towards reading.

C. Research Site

The place of study was IAIN Palangka Raya and the writer supposed the time was appropriate in which to get the information and data only

needed information from the students and so that it did not disturb the teaching learning process. The subject of the study was the students of fifth semester of IAIN Palangka Raya as informants to respond and give information this study requires.

D. Sources of the Data

Data sources in this research were the informants (the person who gave the information, resources, data sources) or referred to the subject under study took important role since they were not only as a source of data, but also the actors who determined the success of a study based on the information provided. The participants were the fifth semester students of IAIN Palangka Raya. Simple random sampling technique was utilized when selecting the sample for this research. This was to ensure that every student has an equal chance of being selected. It was assumed that the fifth semester students (as in early twenties) were matured enough to answer the questions given to them as they were in the late adolescence. As Steinberg (2005: 16) suggests, during adolescence, adolescents are able to think of abstract things like interests, perspectives and attitudes better. They are also more likely to see things as relative, rather than absolute. Because of this, the fifth semester students were supposed to be able to give the most accurate answer in terms of their motivation and interest in reading.

Therefore, the interview was used as the method to gain a better understanding of the motivation and the reading interest the students had.

The sampling for the cases is purposive and can be described as what Patton (2002: 236) refers as critical case sample which are those that can make a point quite dramatically or are particularly important. Sixty percent (60%) or 43 participants of the entire of fifth semester student population of 71 was sampled for the study. The sample size is supported by Babbie (2005: 176) using the rules of thumb, that for a population below 1000, a sample size of 5-10% is acceptable. To improve the reliability and validity of the research instrument, the questionnaire was pilot-tested/tried-out on similar but smaller sample group. Meanwhile the sample for interview were chosen by using rules of thumb procedure. About 5-10% of all samples was considered as a good number as the representatives.

E. Research Instrument

1. Motivation for Reading Questionnaire

The first instruments used in this research is motivation for reading questionnaire. The questionnaire was adopted from Wigfield and Guthrie (1997) called the Motivation for Reading consisted of 54 items and divided into 11 dimensions of reading motivation. The questionnaire is divided into three categories of competence and self-efficacy beliefs, goals for reading, and social purposes of reading. While the dimensions are self-efficacy, challenge, work avoidance, curiosity, involvement, importance, recognition, grades, competition, social, and compliance. The instrument uses four Likert scale, ranging from 1 to four, with scale of very different from me, a

little different from me, a little like me, and a lot like me. The exception of the calculation for the scale of work-avoidance is done by reverse counting in the SPSS descriptive analysis.

2. Reading Interest Questionnaire

The reading interest questionnaire was adapted from Panigrahi and Panda (2014) investigated a study of the reading interest and information eliciting sources of 130 school going children of two leading English-medium schools in Rourkela, India and identifies factors that hinder the development of reading interests.

The questionnaire item is only one to discover students' interest in reading with eighteen types of reading material choices. Students were not limited to choose in particular numbers as it showed their preference in reading.

3. Interview

The interview questions are semi-structured adapted from Panigrahi and Panda (2014) investigated a study of the reading motivation questionnaires, consisted of eight questions for reflecting their attitude, behavior, and habits toward reading. The thing about questionnaire and interviews, is that their flexible nature makes them ideal to be used in complex research paradigms in concert with other data collection methods.

Brown (2001), for example, argues that questionnaire data and interview data can be seen as inherently complementary:

Interview allows the main theses of a qualitative project to be tested in a survey study in order to determine the distribution and frequency of the phenomena that have been uncovered.

In a similar vein, Gillham (2000: 82) urges survey researchers to conduct semi-structured interviews to accompany questionnaire results in order to gain a better understanding of what the numerical responses actually mean. Interview data can both illustrate and illuminate questionnaire results and can "bring your research study to life". Indeed, questionnaires lend themselves to follow-up retrospective research in which participants are asked to go through their own responses with an interviewer and provide retrospective comments on the reason for their particular answer in each item. Thus, in this design the participant's own item responses serve as prompts for further open-ended reflection and, at the same time, the coverage of all the items ensures systematicity and comprehensiveness.

4. Testing the Validity and the Reliability of the Instruments

In which to measure whether this instrument was suitable or not, it needed the validity and reliability test. According to Ary (2010: 225) validity is defined as the extent to which an instrument measures what it claims to measure. The focus of recent views of validity is not on the

instrument itself but on the interpretation and meaning of the scores derived from the instrument. The category of instrument used in this research was validity coefficient (r_{ay}) which is defined as coefficient of correlation between test scores and criterion. Like any correlation coefficient, the size of a validity coefficient is influenced by the strength of the relationship between test and criterion and the range of individual differences in the group. As usual, the nearer the coefficient is to 1.00 (+or -), the stronger the evidence is that the test is useful for the stated purpose.

Meanwhile, reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring (Ary, 2010: 255). Psychologists and educators are concerned about the consistency of their measuring devices when they attempt to measure such complex constructs as scholastic aptitude, achievement, motivation, anxiety, and the like. People who use such measuring instruments must identify and use techniques that will help them determine to what extent their measuring instruments are consistent and reliable. Reliability may also be defined theoretically as the ratio of the true score variance to the observed score variance in a set of scores. The equation for reliability of the coefficient of reliability (r_{xx}) can range from 1, when there is no error in the measurement, to 0, when the measurement is all error. The extent of error is indicated by the degree of departure of the reliability coefficient from 1. The greater the error, the more the reliability coefficient is depressed below 1 and the lower

the reliability. Conversely, if the reliability coefficient is near 1.00, the instrument has relatively little error and high reliability.

a. Validity Test

The validity test of the instrument was done and analyzed by using Statistical Package for Social Science (SPSS) Version 16. The pilot-tested questionnaire was given to 15 students or 21,12% of the total population of fifth semester students. Each items in the questionnaire was analyzed using Pearson chi-square test.

Table 3.1 Validity Test of Motivation for Reading Questionnaire

Correlation between	Pearson's Correlation	[sign. (2-tailed)]	Conclusion
Item 1 and Total	0.992	0.004	Valid
Item 2 and Total	0.693	0.001	Valid
Item 3 and Total	0.938	0.003	Valid
Item 4 and Total	0.809	0.003	Valid
Item 5 and Total	0.740	0.002	Valid
Item 6 and Total	0.833	0.003	Valid
Item 7 and Total	0.689	0.004	Valid
Item 8 and Total	0.753	0.004	Valid
Item 9 and Total	0.768	0.001	Valid
Item 10 and Total	0.775	0.000	Valid
Item 11 and Total	0.827	0.003	Valid
Item 12 and Total	0.833	0.000	Valid
Item 13 and Total	0.721	0.003	Valid
Item 14 and Total	0.826	0.003	Valid
Item 15 and Total	0.896	0.004	Valid
Item 16 and Total	0.718	0.003	Valid
Item 17 and Total	0.717	0.001	Valid
Item 18 and Total	0.775	0.000	Valid
Item 19 and Total	0.935	0.001	Valid
Item 20 and Total	0.954	0.000	Valid
Item 21 and Total	0.877	0.002	Valid

Item 22 and Total	0.933	0.000	Valid
Item 23 and Total	0.844	0.001	Valid
Item 24 and Total	0.899	0.001	Valid
Item 25 and Total	0.885	0.001	Valid
Item 26 and Total	0.738	0.002	Valid
Item 27 and Total	0.778	0.002	Valid
Item 28 and Total	0.842	0.001	Valid
Item 29 and Total	0.912	0.001	Valid
Item 30 and Total	0.901	0.000	Valid
Item 31 and Total	0.869	0.000	Valid
Item 32 and Total	0.887	0.007	Valid
Item 33 and Total	0.948	0.006	Valid
Item 34 and Total	0.916	0.018	Valid
Item 35 and Total	0.576	0.025	Valid
Item 36 and Total	0.933	0.022	Valid
Item 37 and Total	0.840	0.001	Valid
Item 38 and Total	0.906	0.034	Valid
Item 39 and Total	0.869	0.048	Valid
Item 40 and Total	0.889	0.049	Valid
Item 41 and Total	0.667	0.007	Valid
Item 42 and Total	0.987	0.001	Valid
Item 43 and Total	0.981	0.031	Valid
Item 44 and Total	0.974	0.023	Valid
Item 45 and Total	0.669	0.048	Valid
Item 46 and Total	0.986	0.001	Valid
Item 47 and Total	0.901	0.018	Valid
Item 48 and Total	0.965	0.028	Valid
Item 49 and Total	0.915	0.049	Valid
Item 50 and Total	0.901	0.047	Valid
Item 51 and Total	0.914	0.045	Valid
Item 52 and Total	0.738	0.002	Valid
Item 53 and Total	0.720	0.002	Valid
Item 54 and Total	0.802	0.000	Valid

As explained before, the nearer the coefficient is to 1.00 (+or -), the stronger the evidence is that the test is useful for the stated purpose. In other words, each items in this questionnaire is valid as they all show the positive coefficient towards 1.00. The correlation probability of

[sig. (2-tailed)] for each item is also less than standard significant (α) of 0.05.

b. Reliability Test

The reliability test of the instrument was administered and analyzed by using Statistical Package for Social Science (SPSS) Version 16. The score taken from the try-out questionnaire was analyzed by scaling and determining the reliability analysis. The Cronbach's Alpha model was used for this analysis.

Table 3.2 Reliability Test of Motivation for Reading Questionnaire

Case Processing Summary			
		N	%
Cases	Valid	15	100
	Excluded	0	0
	Total	15	100.0

Reliability Statistics	
Cronbach's Alpha	N of Items
0.919	54

Coefficient of reliability analysis is 0.919 with Cronbach's Alpha. As it surpasses 0.60 as the standard of an instrument called reliable enough. The coefficient of 0.919 indicates the best estimate is that 92 percent of the observed variance in the scores is true variance and 8

percent is error. It can be concluded that the result of this questionnaire has quite high reliability.

5. The Role of the Researcher

The writer's role in this research was an observer as participant. As stated by Donald Ary (2010: 433) this role means that researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. The status as an observer/researcher is known to those under study. The role is more peripheral rather than the active role played by the participant observer.

The writer interacted with participants through interviews in which was going to be the sources of data to be analyzed and determined. Other than that, the writer had no involvements in the behavior, in this case, the motivations of students towards reading.

F. Data Collection Procedure

The main method for collecting qualitative data in this research was done by document analysis questionnaire to detect their reading motivation in order to reach the conclusions of what made them interested to read. The questionnaire used in this research was the Motivation for Reading created by Wigfield and Guthrie consisted of 54 items and divided into 11 dimensions of reading motivation to measure aspects of reading motivation includes self-efficacy, several types of intrinsic and extrinsic reading

motives, social aspects of reading and the desire to avoid reading. The researcher distributed the questionnaire to the students in class. Students were given ample time to answer the questions in the questionnaire and the session took approximately 20 minutes. The researcher remained in the classroom to respond to any queries from the students while they answered the questionnaire. Upon completion, the researcher collected all answered questionnaires.

From the total of forty-three copies of Motivation for Reading Questionnaire, forty three copies were filled and returned with the response rate of 100%. However, three of the questionnaires had many item non-responses and it was classified as a unit (complete) non-response, thus reducing the response rate to 93,02%. The sample of 40 students consisted of 75% female and 25% male. There was no age group classification as the students are all in similar age of 20-21 years old.

Besides questionnaire, interview session was used as the method for the subjects to know the actual reasons contribute in their reading motivation. Dornyei (2007: 127) suggested that practically, researchers usually decide to stop adding cases to a study based on the combination of theoretical saturation and pragmatic consideration such as available time and money. Therefore, Dornyei suggested that 6-10 people might work well. As critical case sampling points to those who offer a dramatic/full representation, either by their intensity or by their uniqueness. The students were expected to answer the questions freely, without any pressure, based on their

attitudes, perspective, and habits towards reading as the questions had no right or wrong answer. Analysis of the transcript was done after the analysis data of the questionnaire as the interview acted as the compulsory data. The case studies were used to gain a better understanding of individual and representative participants in the study. They were administered and used in the write-up to illustrate and draw conclusions from the questionnaire data.

The interviewed students were chosen based on their result in motivation for reading questionnaire with various ranges between those who showed positive attitude of reading motivation to those who did not and those in between. Hence, seven students were being interviewed with interview guidance with eight (8) questions in it. All the case studies interviews were semi-structured and open-ended. Each interview was digitally recorded and transcribed for analysis. The transcription procedure used the 'pick and mix' suggested by Dornyei (2007: 248). This simply meant taking notes while listening to the recording, possibly marking the data that warrant more elaborate analysis. The case study is often balancing act between goals and resources and if it is possible, in certain situation videotape analysis can be justified as a good compromise because the particular data may not deserve the huge investments of a full transcript.

G. Data Analysis

Bodgan (1998: 334) states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes,

and other materials that are accumulated to increase understanding of them and to enable the researcher to present what the researcher has discovered to others. This research uses some steps of data analysis gathered from document analysis and interview as follows:

- a. Collecting data: in this research, the data was collected from the questionnaire. Then the result of document analysis categorized students' motivation toward reading by knowing the categories and dimensions they were into. As for the reading interest and another data collected from the questionnaire was analyzed using descriptive statistics where frequency counts were tabulated and converted to percentages.
- b. Transcribing: the transcription of the interview used the principle of 'pick and mix' procedure as suggested by Dornyei (2007: 248). The writer invented individualized transcriptions and rules and formats that fit this research purpose. The writer also hired a research transcriber as the comparative tool for corroborating the transcription done by the writer herself.
- c. Coding: After taking notes of the digital recording (videotape), the coding was used for categorizing and checking the coherence between the researcher and the hired researcher's note.
- d. Conclusion drawing/verification: conclusion was completed by using supported evidences and result of collecting data as in Raharjo (2002: 57). From the beginning of data collection, the qualitative analysis was

beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over as pointed by Miles and Huberman (1984: 57). According to the data that is collected, as in Motivation for Reading Questionnaire creates a conclusion what factors that influence their motivation toward reading and their reading interest in reading. Thus, the interview with the students was scripted. The evidence based on structural corroboration is used to enhance the credibility of this research. As stated by Eisner (1998: 110) this method which multiple types data are related to each other to support or contradict the interpretation and evaluation, refers as triangulation. This method shows if the data triangulation taken from questionnaire and interview support to or contradict with each other for drawing conclusions.

H. Data Endorsement

Verification is the process of checking, confirming, making sure, and being certain. In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study. These mechanisms are woven into every step of the inquiry to construct a solid product by identifying and correcting errors before they are built in to the developing model and before they subvert the analysis as explained by Morse (2002:

68). Qualitative research is iterative rather than linear, so the repetitive back and forth movements between design and implementation to ensure congruence among question formulation, literature, recruitment, data collection strategies, and analysis. Data are systematically checked, focus is maintained, and the fit of data and the conceptual work of analysis and interpretation are monitored and confirmed constantly. Verification strategies help the researcher identify when to continue, stop or modify the research process in order to achieve reliability and validity and ensure rigor.

Verification strategies that will be used in this research are the methodological coherence, sampling sufficiency, developing a dynamic relationship between sampling, data collection and analysis, and theory development.

The aim of methodological coherence is to ensure congruence between the research question and the components of the method. The interdependence of qualitative research demands that the question match the method, which matches the data and the analytic procedures. The research questions should be related to how the research will be conducted. The next step is the sample must be appropriate, consisting of participants who best represent or have knowledge of the research topic. This ensures efficient and effective saturation of categories, with optimal quality data and minimum unimportant or least valuable data. Collecting and analyzing data concurrently forms a mutual interaction between what is known and what one needs to know. This pacing and the iterative interaction between data

and analysis is the essence of attaining reliability and validity. Furthermore, theory development is to move with deliberation between a micro perspective of the data and a macro conceptual/theoretical understanding. Together, all of these verification strategies incrementally and interactively contribute to and build reliability and validity, thus ensuring rigor.

The research's interpretation is processed by using triangulation methods to support the validity and reliability. The data gathered from questionnaire is confirmed by data collection from interviews to see if the data support each other or not. Therefore the conclusion is drawn from these methods triangulation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of motivation for reading questionnaire, interview, the research findings, and discussion.

A. Data Presentation

1. Motivation for Reading Questionnaire

In this study, the writer used Motivation Reading Questionnaire to analyze the students' reading motivation. The MRQ was administered by the writer herself and given to forty three students of fifth semester students of IAIN Palangka Raya. The administration was done in one of the classrooms of FTIK building. The students were told they were going to answer questions with 54 items about their reading, and that the questions had no right or wrong answers. The students answered each item on a 1 to 4 scale, with answer choices ranging from *very different from me* to *a lot like me*.

The result of the Motivation Reading Questionnaire were tabulated and coded by doing the descriptive analysis using SPSS 16.0. The descriptive analysis is used to find central tendencies of mean and standard deviation and the frequency for each items in the questionnaire.

Table 4.1 Standard Deviation of Each Item in MRQ

	N		Mean	Mode	Std. Deviation
	Valid	Missing			
Item 1	40	0	2,75	3	0,7425
Item 2	40	0	2,425	3	0,7121
Item 3	40	0	2,325	2	0,7970
Item 4	40	0	2,225	2	0,8912
Item 5	40	0	2,2	2	0,8829
Item 6	40	0	2,95	3	0,7494
Item 7	40	0	2,625	3	0,7742
Item 8	40	0	2,875	3	0,7906
Item 9	40	0	2,65	2	0,8336
Item 10	40	0	3,025	4	1,0739
Item 11	40	0	2,3	2	1,0908
Item 12	40	0	2,75	4	1,1491
Item 13	40	0	2,625	2	0,9789
Item 14	40	0	3,3	4	0,8829
Item 15	40	0	3,025	3	0,8002
Item 16	40	0	3,15	3	0,5796
Item 17	40	0	2,9	3	0,8712
Item 18	40	0	2,875	3	0,7574
Item 19	40	0	2,925	3	0,8590
Item 20	40	0	2,8	3	0,9115
Item 21	40	0	2,825	3	0,8738
Item 22	40	0	2,55	3	0,7828
Item 23	40	0	2,925	2	0,8883
Item 24	40	0	2,725	2	0,9334
Item 25	40	0	3,1	3	0,7089
Item 26	40	0	2,7	3	0,8533
Item 27	40	0	2,575	3	0,8130
Item 28	40	0	2,3	2	0,8829
Item 29	40	0	2,525	3	0,8161
Item 30	40	0	3,15	4	0,9213
Item 31	40	0	2,6	3	1,0813
Item 32	40	0	2,875	3	0,8825
Item 33	40	0	2,475	3	0,7157
Item 34	40	0	2,675	3	0,7642
Item 35	40	0	2,85	3	0,8022
Item 36	40	0	2,175	2	1,0099
Item 37	40	0	2,975	4	0,9997
Item 38	40	0	2,775	2	0,9195
Item 39	40	0	3,175	4	0,9842

Item 40	40	0	2,85	3	0,8638
Item 41	40	0	2,175	2	0,9604
Item 42	40	0	2,725	3	0,9001
Item 43	40	0	2,9	1	0,5430
Item 44	40	0	1,25	2	0,8002
Item 45	40	0	1,975	1	0,9470
Item 46	40	0	2,3	3	0,8228
Item 47	40	0	2,425	2	0,8130
Item 48	40	0	2,525	3	0,8767
Item 49	40	0	2,3	3	0,9923
Item 50	40	0	2,475	3	0,8161
Item 51	40	0	3,2	3	0,7232
Item 52	40	0	2,75	3	0,7071
Item 53	40	0	2,7	3	0,6869
Item 54	40	0	2,475	3	0,8469
Total			143,675		
Mean			2,66		

Each items in questionnaire was categorized into respective categories and dimensions. The categories fall into (1) competence and efficacy beliefs with the dimensions of self-efficacy, challenge, and work avoidance, (2) goals for reading including the dimensions of curiosity, involvement, importance, recognition, grades, and competition, (3) social purpose for reading with the dimensions of social and compliance. The mean of the frequency for each scale demonstrated the students' motivation in reading with the calculation of the total mean divided with the total items, in which showed 2,66 in average.

The tabulation of each item was converted into percentage and presented into charts. The frequency represented the distribution of scales the students answered in the questionnaire as follows.

Table 4.2 The distribution of frequency of questionnaire scale

Scale	Frequency	Percentage
Very different from me	251	11,62
A little different from me	668	30,93
A little like me	812	37,59
A Lot like me	429	19,86
Total	2160	100

The distribution of the frequency in each categories gave the insights of the major outline in reading motivation. The categories include competence and self-efficacy beliefs, goals for reading, and the social purposes of reading.

Table 4.3 The distribution of the frequency in competence and self-efficacy beliefs categories

Scale	Frequency	Percentage
Very different from me	61	11,73
A little different from me	186	35,77
A little like me	176	33,85
A Lot like me	97	18,65
Total	520	100

The competence and self-efficacy beliefs categories of reading motivation showed that the majority of the students had the highest score on “a little different from me” with 186 points or 35,77%, following by

“a little like me” 176 points with or 33,85%. It could be concluded that the students had low to moderate level of confidence that they were doing well with reading. The lack of competence while reading indeed made the students feel reluctant to read. Hence, the desire to read and understand more might hindrance them to be better and active readers.

Table 4.4 The distribution of the frequency in goals for reading categories

Scale	Frequency	Percentage
Very different from me	87	7,5
A little different from me	337	29,05
A little like me	449	38,71
A Lot like me	287	24,74
Total	1160	100

The goals for reading categories of reading motivation showed that the majority of students with 449 points or 38,71% of them had the tendency of concealing the positive attitudes towards their individual purpose in reading. A little number of students with 87 points or 7,5% of them showed the negative attitudes as they classify themselves as those who think “it is very different from them” to have goals in reading.

Table 4.5 The distribution of the frequency in social purposes for reading categories

Scale	Frequency	Percentage
Very different from me	103	21,46
A little different from me	145	30,21
A little like me	187	38,96
A Lot like me	45	9,37
Total	480	100

The last category of social purpose for reading shows that students are more likely have a quite moderate points for every scale, with the exception of “a lot like me” with only 45 points or 9,37%.

These three categories only represented the whole frequency of the items with the dimensions in them. Yet to classify thoroughly, the data presentation of each dimension is demonstrated as follows:

Table 4.6 The frequency distribution of the dimension of self-efficacy

Scale	Frequency	Percentage
Very different from me	19	21,46
A little different from me	66	30,21
A little like me	62	38,96
A Lot like me	13	8,37
Total	160	100

For self-efficacy and competency in reading with a percentage of 38,96%, one third of the samples agreed that they did not have the competency and efficacy belief that they can be successful in their reading. On the other hand, only a small percentage of 8.37% stated that they can be successful in reading. The data showed that the samples had a quite high level of curiosity yet have less confidence that they could perform well in reading.

Table 4.7 The frequency distribution of the dimension of challenge

Scale	Frequency	Percentage
Very different from me	14	7
A little different from me	74	37
A little like me	78	39
A Lot like me	34	17
Total	200	100

As for the next dimension challenge, 56% of the samples said that they are willing to read difficult reading materials. In addition, only 7% of students agreed that they would not take on reading difficult materials. Thus, it can be concluded that majority of the samples have the a little willingness to try and read texts or reading activities that are challenging to them.

Table 4.8 The frequency distribution of the dimension of work-avoidance

Scale	Frequency	Percentage
Very different from me	28	17,5
A little different from me	46	28,75
A little like me	36	22,5
A Lot like me	50	31,25
Total	160	100

The work avoidance dimension revealed that 31.25% of the samples with 50 points agreed that they would avoid reading activities if the words or vocabulary and the stories are difficult. Hence, when the students lack a sense of self-efficacy, they are likely to avoid challenging reading activities.

Table 4.9 The frequency distribution of the dimension of curiosity

Scale	Frequency	Percentage
Very different from me	8	3,33
A little different from me	50	20,83
A little like me	109	45,42
A Lot like me	73	30,42
Total	240	100

The curiosity dimension which refers to the desire to read about a particular topic of interest, a majority of 45.42% of the samples agreed

that curiosity is the drive that makes them want to read while on the other end, 3.35% of the total samples stated that curiosity would not make them want to read. From the moderately high percentage score, it clearly shows that the samples' curiosity motivates them strongly to read.

Table 4.10 The frequency distribution of the dimension of involvement

Scale	Frequency	Percentage
Very different from me	13	5,42
A little different from me	75	31,25
A little like me	94	39,17
A Lot like me	58	24,17
Total	240	100

On the aspect of involvement in reading which means the enjoyment that the reader will experience when they read certain kinds of literary texts or materials, showed that 39.17% of the samples stated that it was “a little like me” as they are involved and they enjoy their reading. However, a small percentage of 5.42% of the respondents agreed that it was not likely that they had involvement and enjoyment when reading.

Table 4.11 The frequency distribution of the dimension of importance

Scale	Frequency	Percentage
Very different from me	8	10
A little different from me	23	28,75
A little like me	39	48,74
A Lot like me	10	12,5
Total	80	100

Most of the respondents have a quite strong feeling about the importance of reading and most of the samples that is 48.74% agreed that reading is important and a small percentage of the samples with 8 points or 10% stated that it is very different from them to diss on the importance of reading.

Table 4.12 The frequency distribution of the dimension of recognition

Scale	Frequency	Percentage
Very different from me	24	12
A little different from me	60	30
A little like me	70	35
A Lot like me	48	23
Total	200	100

Reading for recognition which is another dimension in reading motivation, shows that a majority of 35% of the samples agreed that they

read to gain a certain form of recognition through their success in reading. 12% of samples state that *it was very different from them* that recognition will be the reason to make them want to read.

Table 4.13 The frequency distribution of the dimension of grades

Scale	Frequency	Percentage
Very different from me	18	11,25
A little different from me	58	36,25
A little like me	63	39,38
A Lot like me	21	13,12
Total	160	100

A large percentage of more than half or 52.4% of the samples agreed that grades play an important role in their desire to read especially in doing well in tests and examinations and 11.25% disagreed that grades is the only reason for them to read.

Table 4.14 The frequency distribution of the dimension of competition

Scale	Frequency	Percentage
Very different from me	16	6,67
A little different from me	71	29,58
A little like me	74	30,83
A Lot like me	79	32,92
Total	240	100

Another important dimension in reading motivation is competition which is the desire to outperform others in reading. More than half of the respondents, that is 63.75% agreed that competition is a motivational factor for them to read and only 6.67% strongly disagreed about competition being a motivator for reading.

Table 4.15 The frequency distribution of the dimension of social

Scale	Frequency	Percentage
Very different from me	89	31,79
A little different from me	88	31,43
A little like me	87	31,07
A Lot like me	16	5,71
Total	280	100

The next dimension of the reading motivation that is social purpose for reading showed one third of the samples had similar points for each scale except that it was *a lot like them* for them to read for some social purposes like sharing meanings of what they read or sharing stories with others.

Table 4.16 The frequency distribution of the dimension of compliance

Scale	Frequency	Percentage
Very different from me	14	7
A little different from me	57	28,5
A little like me	100	50
A Lot like me	29	14,5
Total	200	100

Compliance which means doing reading to meet the expectation of others result in quite a large number of the samples that is 50% agreed that they read to comply with others like teachers, parents, and friends who want them to do well in their studies and only 7% of the samples strongly disagree that they read to comply with other people's wishes.

2. Reading Interest

The reading interest was classified by gender, age, and reading habits. The gender was classified by males and females students. The ratio percentage was 25% males (10 participants) and 75% females (30 participants).

Table 4.17 Types of reading materials preferred by the participants

No	Types	Number	Percentage
1	Song lyrics	28	70
2	Story books	23	57,5

3	Comics	22	55
4	Novels	20	50
5	Posters/Signs	19	47,5
6	Text books	17	42,5
7	Plays	16	40
8	Magazines	15	37,5
9	Newspaper	15	37,5
10	Encyclopedias	15	37,5
11	Journals	13	32,5
12	Cookbooks	12	30
13	Jokes	11	27,5
14	Audiobooks	11	27,5
15	Travel books	10	25
16	Emails	8	20
17	Catalogues	7	17,5
18	Manuals	2	5

Both genders seemed to have tendency to read song lyrics in their preference types of reading materials. Yet, in academic context, it would be expected that the students would focus and read more on text books or journals. However, the data indicated that the textbooks and journals were the sixth and eleventh type of reading material preferred by the fifth semester students, respectively. Story books, comics, and novels were chosen by half of the students, as the types of reading for pleasure materials.

Table 4.18 The difference of reading interest based on gender

No	Types	Gender		Percentage	
		Male	Female	Male	Female
1	Text books	5	12	50	40
2	Magazines	4	11	40	36,67
3	Journals	6	7	60	23,33
4	Jokes	1	10	10	33,33
5	Posters/Signs	5	14	50	46,67
6	Emails		8	0	26,67
7	Novels	3	17	30	56,67
8	Story books	3	20	30	66,67
9	Comics	6	16	60	53,33
10	Newspaper	4	11	40	36,67
11	Catalogues		7	0	23,33
12	Song lyrics	7	21	70	70
13	Manuals		2	0	66,67
14	Plays	5	11	50	36,67
15	Cookbooks	2	10	20	33,33
16	Travel books	2	8	20	26,67
17	Encyclopedias	5	10	50	33,33
18	Audiobooks	3	8	30	26,67

The reading interest for both groups was surprisingly different as female students were more likely to prefer novels and story books. Meanwhile the male students preferred the comics and journals with almost the 70% of male chose to read journals and newspaper over novels and story books. This evidence could imply that the materials associated with academic would be considered as important for the male

students. However, the female students seemed to enjoy reading story books and novels more. This expresses a positive attitude towards reading where they still make the time to read fiction type materials despite the academic pressure.

There is no classification of students by age as they were all in similar age of 20-21 years old. The age of participant might vary the reading material interest, yet in this research, there is no significant difference between this range of age.

B. Research Findings

Generally, the reading motivation is around the midpoint range where the scale “a little like me” had the highest mean score for ten of the reading motivation construct with the surprising finding of Work Avoidance which has the highest scale for “a lot like me”. This shows that students would avoid reading difficult text and after calculating the average score for all the 11 dimensions, the result showed the highest score of “a little like me” with 812 points or 37,6% and the lowest case is “very different from me” with 251 or 11,6%.

From the Mean obtained that is 2,66, the writer can conclude that the students' reading motivation is in the middle level that signifies a moderate level because from a scale of 1 to 4, most of the respondents' answers are between the scales of “a little different from me” and “a little like me”.

Nevertheless, it appears that the mean score for some dimensions such as curiosity, competition, social, and compliance are higher than others.

For self-efficacy and competency in reading with a percentage of 38,96%, one third of the samples agreed that they did not have the competency and efficacy belief that they can be successful in their reading. On the other hand, only a small percentage of 8.37% stated that they can be successful in reading. The data showed that the samples had a quite high level of curiosity yet have less confidence that they could perform well in reading. As for the next dimension challenge, 56% of the samples said that they are willing to read difficult reading materials. In addition, only 7% of students agreed that they would not take on reading difficult materials. Thus, it can be concluded that majority of the samples have the a little willingness to try and read texts or reading activities that are challenging to them.

The work avoidance dimension revealed that 31.25% of the samples with 50 points agreed that they would avoid reading activities if the words or vocabulary and the stories are difficult. Hence, when the students lack a sense of self-efficacy, they are likely to avoid challenging reading activities. The majority of interviewed students or 82% stated that they would also tend to stop reading once they found out there are too many difficult words on the reading materials. The curiosity dimension which refers to the desire to read about a particular topic of interest, a majority of 45.42% of the samples agreed that curiosity is the drive that makes them want to read

while on the other end, 3.35% of the total samples stated that curiosity would not make them want to read. From the moderately high percentage score, it clearly shows that the samples' curiosity motivates them strongly to read.

On the aspect of involvement in reading which means the enjoyment that the reader will experience when they read certain kinds of literary texts or materials, showed that 39.17% of the samples stated that it was "a little like me" as they are involved and they enjoy their reading. However, a small percentage of 5.42% of the respondents agreed that it was not likely that they had involvement and enjoyment when reading. Most of the respondents have a quite strong feeling about the importance of reading and most of the samples that is 48.74% agreed that reading is important and a small percentage of the samples with 8 points or 10% stated that it is very different from them to diss on the importance of reading.

Reading for recognition which is another dimension in reading motivation, shows that a majority of 35% of the samples agreed that they read to gain a certain form of recognition through their success in reading. 12% of samples state that *it was very different from them* that recognition will be the reason to make them want to read. This could imply that the students read for recognition and compliment from other people to make them keep reading. However, a large percentage of more than half or 52.4% of the samples agreed that grades play an important role in their desire to read especially in doing well in tests and examinations and 11.25%

disagreed that grades is the only reason for them to read. Thus, we can conclude that grades are a vital element that would motivate students to read. Another important dimension in reading motivation is competition which is the desire to outperform others in reading. More than half of the respondents, that is 63.75% agreed that competition is a motivational factor for them to read and only 6.67% strongly disagreed about competition being a motivator for reading. Thus, recognition, grades and competition can be said to be prominent factors in motivating students' to read.

The next dimension of the reading motivation that is social purpose for reading showed one third of the samples had similar points for each scale except that it was *a lot like them* for them to read for some social purposes like sharing meanings of what they read or sharing stories with others. Lastly, compliance which means doing reading to meet the expectation of others result in quite a large number of the samples that is 50% agreed that they read to comply with others like teachers, parents, and friends who want them to do well in their studies and only 7% of the samples strongly disagree that they read to comply with other people's wishes.

The major of interviewed students (82,5%) stated that they like reading academic online materials related with their study such as articles and journals. For the reading materials that interest the students are mainly dominated by non-academic text. More than half of the students or 64,33% students prefer to read internet based non-academic text. Story books,

novels, comics, and magazines are the big four favorites for most students. Meanwhile textbooks, journals and encyclopedias are in the second place of preference. In addition, 73,29% of interviewed students agree that they would be likely spending their time to read news but manage only little time to read for academic-related things on the internet.

To summarize the findings, the data indicated that the students characterized themselves as motivated readers having moderate scores, which reflected that they have a moderate level of self-efficacy. In other words, respondents thought that they would be moderately successful in their reading. Thus if their expectations for the reading tasks is of a moderate mode, then this would show that their willingness to expend and give efforts is only of average range or level because they believe partially in their success in the task. They tend to have a little determination and perseverance in their reading. Only a minority of the respondents, when they are faced with difficult texts or tasks, they would still persist doing the task till the end and they would not stop or evade doing the task. In such way, this would indicate that the students believe that they are competent enough and are efficacious at reading. This would result in them being engaged in any reading tasks, even the difficult ones. They would also not avoid challenging reading activities. For work-avoidance category, it reflected that the students have a little desire to try readings that are difficult.

For intrinsic motivation, the data showed a moderate to moderately low score. These data reflected students' desire, interests, attitude, value and how much time they would be willing to spend on their reading. Students' desire to read was only moderate, so they have a moderate reading interest. Scores for Involvement and Importance both indicate that students do not enjoy a lot when they read and therefore they would not want to be involved or spend more time reading. Similarly they do not think or value reading as important. On the whole, the students' extrinsic motivation and intrinsic motivation were moderate and they reflected that the samples do their readings for evaluative and comparative purposes as well as reading for interest or pleasure. Lastly, the social purpose of reading indicated that students do most of their readings to meet the expectation of others.

C. Discussion

This study provided a clear picture about students' reading motivation, their reading ability and the reading materials they interest. From the study, it was found that students' reading motivation had an overall moderate score for all 11 dimensions. The results reflected that the respondents are not really motivated enough to read. Since they are only having a moderate level of reading motivation, it may not get them to be involved with reading and may also be less engrossed when they read. This could lead to a decrease in reading interest and they will not read or

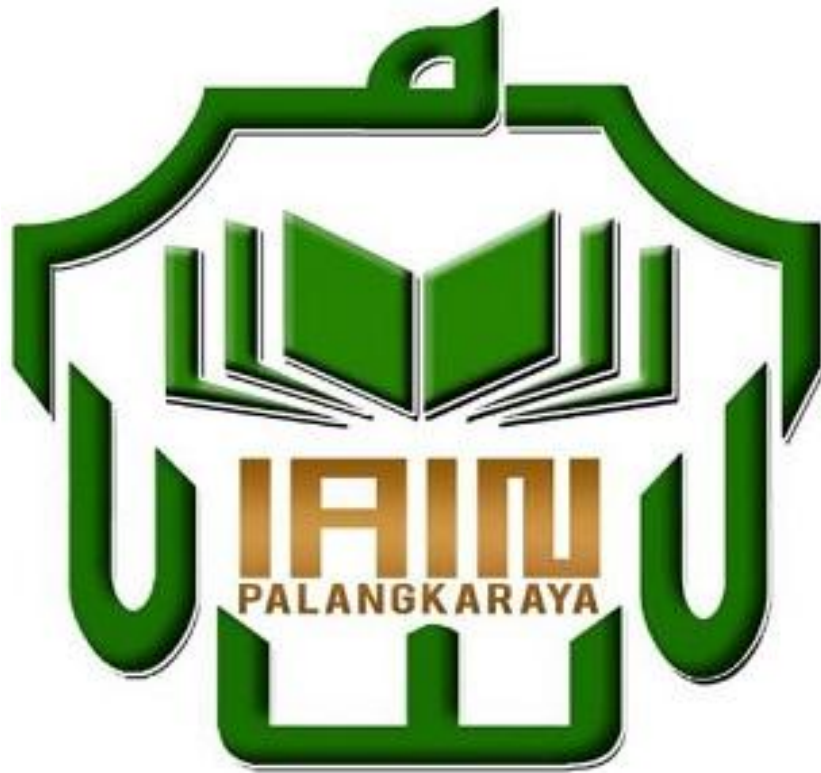
share reading with friends and family members. Despite the students' reading motivation being of an average level, there are some strong points about the students' reading motivation. These include Curiosity and Involvement. These two dimensions are crucial determiners of students' reading success. This would indicate that the students have high curiosity level and love to read non-academic materials such as novels and story books.

Surprisingly, the students have the tendency to be motivated to read to meet other people's expectation. The students are eager to compete with each other's which means that they have extrinsic motivation. They will read because they want to get recognition and this kind of motivation will wear overtime. The data also showed that students are moderately motivated to read on account when they will be evaluated. This is a common phenomenon during examination time but this type of reading motivation is not long lasting and students should have the intrinsic motivation and further strengthened by the extrinsic motivation. Therefore, motivation for reading should change from time to time increasing in strength, number or type. Thus, students should be encouraged to read not only for examination or evaluation purposes but also for enjoyment, interest and knowledge. It is feared that their reading motivation will decrease when there is no examination or evaluation. Then their motivation for reading will be less active. Even though extrinsic motivation is important as an external factor to motivate students to read, it is not enough or long lasting. The

results revealed that among students there are significantly different in their reading motivation. They also have different reading interest types yet they are not “in love” yet with most academic-related things.

This finding is similar to a study done by Badariah (2011: 21) and whose results revealed that the higher the extrinsic motivation, the less expectation for them to read various reading materials because they do the activity mostly because they are thirsty for compliance and competitive/comparative and evaluative purpose only. This also shows similar result of research conducted by Tamimi and Shuib (2009: 17) that most of students had positive attitudes towards the social value and educational status of English. However, the avoidance to read due to less comprehension of the difficult words also add to the hesitance to read. The lower the competence and self-efficacy showed in the result of this study also will influence the students reading ability. If they do not achieve a certain level of reading competencies, then most probability they would not want to have anything to do with reading. These students would not be able to read independently even for their own personal interest. This theory is in line with (Turner, 1992) stated in Noor (2011: 13) as reflected in Chapter II page 11. As a result this may lead to poor academic achievement and a decline in language proficiency and critical thinking skills. Hence, having low language proficiency can become barriers in motivating readers to read.

Overall findings of this study reveal that students indeed read different types of reading materials, even though in categories of non-academic materials. The results of this study are consistent with findings from other studies done by Shen & Hagood (2003: 391) that indicated students' primary preference for reading online materials. Such results may indicate that these students are motivated towards reading. Reading varied amount of reading materials voluntarily demonstrate positive attitudes toward reading and these learners are considerate as best readers. This theory falls in line with what Shen and Hagood (2003) stated in Badariah (2011: 39) expounds that the students who do many recreational reading and fiction types will have good reading achievement and can be seen as a motivating factor toward building their love for books and reading in general because they show positive attitudes to read various types of materials, such as academic and non-academic related materials, as explained in Chapter II page 10.



CHAPTER V

CONCLUSION AND SUGGESTION

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestions and recommendation in order to the future researcher.

A. Conclusion

Based on analysis of the instruments used in this research, the result shows:

1. Overall findings of the study reveal that the fifth semester students of IAIN Palangka Raya have only acquired an average level of reading motivation. This can be rooted from a low level of competency regarding their prior knowledge and experience in reading. The students' tendency to ditch reading difficult materials and the high level of work avoidance, recognition, and compliance, shows that students are mainly motivated by extrinsic motivation. This kind of motivation will wear over time and ultimately decrease their chance to become active readers.
2. The results of reading interest also discover that the students find non-academic related materials more interesting than the academic ones. When students' interest to those materials is high then there is a big chance that there is motivation to read and be engaged in reading. Thus this will lead to their competency better in acquiring English as second language. It is suggested that lecturers try to improve students' intrinsic reading motivation. Enhancing students to do activities that may

increase the dimensions in reading such as challenge, involvement, and self-efficacy. This will influence them to be better and active readers. Active readers are more likely to be engrossed and engaged more in reading. The more engrossed and engaged they are in reading, the more intrinsically motivated they are to read.

B. Suggestion

According to the conclusion in the result of study, the writer would like to propose some suggestions for the students, teachers and the future researcher as follow:

1. For the students

The students should try to develop some reading skills as they find it difficult to read text with complicated vocabularies. They also need to enrich their vocabulary size as it will help them as well to read efficiently and effectively. The reading interest they prefer to read is expected to help them to be better an active readers as it grows the love of reading in general.

2. For the teachers/lecturers

The teacher is a motivator, facilitator and stimulator. The lecturers can develop and provide a wider array of reading materials. It is suggested to have more fiction books that provide realistic characters, readable, and convincing text that would interest and fulfill the students' need.

3. For the other or next researchers

The other researchers may develop the continuation of this result of study to find a correlation between students' motivation to read with their strategies used in reading. This may lead to the explanation the lack of understanding in reading difficult materials as their competency is in average or even minimum level.



REFERENCES

REFERENCES

- Ary, Donald. 2010. *Introduction to Research in Education*, eighth edition. Canada: Wadsworth.
- Badariah, et. al. 2011. *The Reading Motivation and Reading Strategies Used by Undergraduates in University Teknologi*. Journal of Language Teaching and Research, Vol. 2, No. 1.
- Bandura, Albert. 1986. *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Basrawi, Nazly. 1992. "Reading Dilemma: Meeting Individual Needs", *English Teaching Forum*, Vol. 30
- Baumann, J.F. & Duffy, A.M. 1997. *Engaged reading for pleasure and learning: A report from the National Reading Research Center*. Athens, GA: NRRC.
- Bond, Guy L & Eva Bond Wagner. 1969. *Teaching The Child to Read*, New York: The Macmillan Company.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. Fourth Edition. New York: Longman.
- Clark, C. & Rumbold, K. 2006. *Reading for pleasure: a research overview*. Retrieved on May 10, 2013 from [http://www.literacytrust.org.uk/research/Reading%20 pdf](http://www.literacytrust.org.uk/research/Reading%20pdf).
- Cox, K.E. and Guthrie, J.T. 2001. *Motivational and cognitive contributions to students' amount of reading*. *Contemporary Educational Psychology*.
- Cramer, E.H. & Castle, M. 1994. *Developing lifelong readers*.
- Crowther, Jonathan. 1995. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Dornyei, Zoltan. 2003. *Questionnaires in Second Language Research Construction, Administration, and Processing*. New Jersey: Lawrence Erlbaum Associates Publishers.
- Dornyei, Zoltan. 2007. *Research Methods in Applied Linguistics*. New York: Oxford University Press.

- F. Dubin, D.E. Eskey and W. Grabbe. 1986. *Teaching Second Language Reading or Academic Purposes*. California: Edison-Wesley Publishing Company.
- Gay, R.I. 1981. *Educational Research* Second Edition. London: Floria International.
- Goddard, Wayne & Stuart Melville. 2001. *Research Methodology an Introduction*, Second edition, Durban: FPP Productions.
- Gredler, M. E. 2001. *Learning and instruction: Theory into practice. (4 ed.)*. Prentice-Hall, Inc., Upper Saddle River, New Jersey.
- Grellet, Francoise.1986. *Developing Reading Skills*. Great Britain: Cambridge University Press.
- Guthrie, J. T. & Wigfield, A, 2000, Engagement and motivation in reading. In M.L. Kamil, P.B. Mosenthal, P.D. Pearson, and R. Barr (Eds.), *Handbook of Reading Research* (3rd Ed.). New York: Longman.
- Guthrie, J.T., van Meter, P.V., Hancock, G.R., Alao, S., Anderson, E. & McCann, A. 1998. *Does concept-oriented reading instruction increase strategy use and conceptual learning from text? Journal of Educational Psychology*.
- Hagood, M.C. 2003. *New media and online literacies: No age left behind. Reading Research Quarterly*.
- Hall, C. 1989. *The results of an informal inventory of the reading interests and backgrounds of underprepared college freshmen*. Forum for Reading
- Hancock, Dawson R. and Bob Algozzine. 2006. *Doing Case Study Research*. New York: Columbia University.
- Hidi, S. 2000. An interested researcher's perspective: The effects of extrinsic and intrinsic factors on motivation. In C. Sansome and J.M Harackiewicz (Eds) *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. NY: Academic Press.
- Hill, Walter R. 1979. *Secondary School Reading: Process, Program, Procedure*. Boston: Allyn and Bacon.
- Holden, J. 2004. *Creative Reading*, London: Demos.
- Khairuddin, Zurina 2013. *A Study of Students' Reading Interests in a Second Language*, International Education Studies; Vol. 6, No. 11.

- Lester & Allice Crow. 1976. *How to Study : to Learn Better, Pass Examination, Get better Grades*, USA: Collier Macmillan Publishers.
- Lyon, R. 1997. Statement before the Committee on Education and Workforce. U.S. House of Representatives, accessed online on <http://mirror.apa.org/ppo-OLD/lyon.html>.
- Marrero, L. M., *Reading attitudes, habits and performance of third grade ESL students participating in a reading challenge program*. 2009, Retrieved June 10, 2011, from <http://grad.uprm.edu/tesis/martinezmarrero.pdf>
- McKool, S., *Factors that influence the decision to read: An investigation of fifth grade students' out-of-school reading habits*. *Reading Improvement*, 44 (3)
- Mellon, C.A. 1990. *Leisure reading choices of rural teens*. *School Library Media Quarterly*.
- Miles, M. B. and Huberman, A. M. 1984. *Qualitative Data Analysis: A Sourcebook of New Methods*, California: SAGE publications Inc.
- Mitchell, R. 1992. *Testing for learning: How new approaches to evaluation can improve American schools*. Old Tappan, NJ: Simon & Schuster.
- Mokatsi, R. 2005. *Sharing resources - how library networks can help reach education goals. East African Book Development Association. A research paper looking at libraries in the developing world*. Commission by Book Aid International.
- Moore, D.W., Bean, T.W., Birdyshaw, D. & Rycik, J. 1999. *Adolescent literacy: A Position Statement*. International Reading Association.
- Morse, Janice M., 2002, *Verification Strategies for Establishing Reability an Validity in Qualitative Research*, University of Alberta.
- Noorizah, Mohd. Noor. 2011. *Reading Habits and Preferences of EFL Post Graduates: A Case Study*, *Indonesian Journal of Applied Linguistics*, Vol. I No. 1.
- Nuttal, Christine. 1982. *Teaching Reading Skill in A Foreign Language*. London: Heinemann.
- O'Flahavan, J., Gambrell, L.B., Guthrie, J.T., Stahl, S. & Alvermann, D. 1992. Poll results guide activities of research center. *Reading Today*

- Panigrahi, C. & Panda, K.C. 1996. *Reading interests and information sources of school going children: A case study of two English medium schools of Rourkela, India*. Malaysia Journal of Library and Information Science 1.
- Patton, Michael Quinn. 2002. *Qualitative Research and Evaluation Methods*. Thousand Oaks, CA: Sage Publication
- Pintrich, P.R. & Schrauben, B. 1992. Students' motivational beliefs and their cognitive engagement in classroom academic tasks. In D. Schunk & J. Meece (Eds.), *Student perceptions in the Classroom*. Hillsdale, N.J.: Erlbaum.
- Platt, B. 1986. *Reading preferences of adolescents*. Illinois Reading Council Journal.
- Raharjo, Mudjia. 2002. *Pengantar Penelitian Bahasa*, Malang: Cendekia Paramulya.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Robert, Bodgan.C. 1998. *Qualitative research for education*, third edition, New York: United State of America.
- Robert, K. Yin. 2001. *Qualitative Research from Start to Finish*. New York: The Guilford Press.
- Rubin, Dorothy. 1982. *Diagnosis and Correction in Reading Instruction*. New York: CBS College Publishing.
- Ryan, R. M., & Deci, E. L. 2000. *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*.
- Spangler, A. 2000. *The Motivation to Read*. Retrieved on 20th May 2005. <http://www.ci.swt.edu/course/CI5390Peterson/final%20papers/Motivation%20to%20>
- Stanovich, K.E. 1986. *Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy*. *Reading Research Quarterly*.
- Tamimi, Atef Al & Munir Shuib. 2009. *Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates*

at Hadhramout University of Sciences and Technology, GEMA
Online Journal of Language Studies Volume 9.

- Wang, J.H.Y. & Guthrie, J.T. 2004. Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students. *Reading Research Quarterly*.
- Widyamartaya, A. 1992. *Seni Membaca Untuk Studi*. Yogyakarta: Kanisius.
- Wigfield, A., & Guthrie, J. T. 1997. Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*