



AN ANALYSIS OF STUDENT'S READING MOTIVATION IN READING SUBJECT AT ENGLISH DEPARTMENT OF UNIVERSITAS NEGERI PADANG

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Abstract

Reading is an important activity that cannot be separated from human's activity. As a student, reading becomes a vital aspect for helping them toward the learning. However, there are many factors that steal students' attention from reading. In this research, the researcher wanted to find out how students' motivation in this recent situation. The purpose of this study was aimed to analyse the students' reading motivation and defined the type of students' motivation in reading subject at English Department of UNP. The study was descriptive study using quantitative approach. The data were collected through a ready-made questionnaire "Motivation Reading Questionnaire" by Wigfield and Guthrie (1997). The subject of the study was 2016 English Education students from English Department of UNP. The samples of the study were chosen by using cluster random sampling technique. The result of this study showed that: (1) 2016 English Education Students have a good motivation in reading, because a half of the participant were in average level of reading motivation, followed by the high level of motivation, and there were only two students who have low motivation, (2) the students' type of motivation were dominantly extrinsic motivation.

Key words: Reading, Motivation, Reading motivation, Types.

A. INTRODUCTION

Reading is an important activity in every part of people's daily. By reading, people will be helped in doing many things. Reading is also an activity that really influence and effect many people. This idea is supported by the fact that people can find any kinds of written material in many situations which make people have to read. It is proved that reading really cannot be separated in people's activity.

Reading is one of the most important aspects for people's lifelong learning, especially students. Considering that reading is really important for students, it is really necessary for them to have motivation. By having motivation, they will have a strong encouragement while they are reading, because motivation is one of the important key in reading.

However, with this recent situation where globalization has greatly developed, it will make students' motivation are also influenced. The study that is conducted by Central Connecticut State University in 2016 about 'Most Literate Nations in The World' in headline of KOMINFO in October, 2017 mentioned that

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“Indonesia is placed as the 60 rank from 61 countries which has very little motivation in reading”. Collin McElwee, Co-Founder World reader in Suara.com said one of thing that is influenced the students’ reading motivation is the innovation attack of the technology. She also mentioned that today’s students are millennial generation who really more like to play their gadget than to read their book.

From the viewpoint above, the researcher chooses this study because of some reasons that can be stated as follows: First, as mentioned before that reading is really important for students, because it will help them in many kind aspects of their learning. However, because of some factor, their motivations are influenced. Because of that, the researcher wants to analyze how students’ reading motivation is. The second reason, the researcher wants to identify the types of students’ reading motivation in situation where they are influenced by many factor; one example of that factor; the existence of smart phone.

B. RESEARCH METHOD

This research belongs to quantitative research that used descriptive method. Quantitative research is the collection and analyses of numerical data to describe, explain, and predict, or control phenomena of interest. (Gay, 2009: 124)

The researcher used the qualitative research to describe the phenomenon about students’ reading motivations; the researcher also wants to identify the type of students’ reading motivation.

The reason of choosing 2016 English Education students as population was because the researcher thinks that they were mature enough to answer the questionnaire that was given accurately in the research. Steinberg (2005) in Zurina (2013: 163) stated that 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

In this research, the researcher tended to simplify the participants by choosing one class randomly; they have the same ability to do the questionnaire because they are in a same age, and they have the same experience in reading subject. Because of that cluster sampling was used as the technique in selecting the sample in the research. In cluster sampling, intact groups, not individual, are randomly selected, any location within which we find an intact group of population members with similar characteristic, (Gay, 2009: 129). The class that was chosen as a sample was K1 2016. There were thirty students in K1 2016, however, there were only twenty seven of students who participated on the research because of some reason.

In this research, the researcher used a ready-made questionnaire; Motivations for Reading Questionnaire (MRQ) that developed by Guthrie and Wigfield (1997). Motivation for Reading questionnaire consisted of 54 items and divided into 11 dimensions of reading motivation.

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

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

Table 1.MRQ Score for each option

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

Source: Wigfield (1997)

The total of the score from the items in the questionnaire became a score to define and categorize how the student's motivation was. The researcher categorized the students' level of motivation from the result's score of the questionnaire.

Table 2.Categories for Reading Motivation (Level)

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

Source: Oztruk and Grabuz (2012)

The researcher defined the type of students' reading motivation by categorizing every item in the questionnaire into the types of motivation; intrinsic and extrinsic.

Table 3.Categories of Dimension for Types of Motivation

Types of Motivation	Dimension of the questionnaire
Intrinsic	<ol style="list-style-type: none"> 1. Reading Efficacy (4 Items) 2. Reading Challenge (5 Items) 3. Reading Curiosity (6 Items) 4. Aesthetic Enjoyment of Reading (6 Items) 5. Importance of Reading (2 Items)
Extrinsic (Integrative + Instrumental)	<ol style="list-style-type: none"> 1. Compliance (5 Items) 2. Reading Recognition (5 Items) 3. Reading for Grades (4 Items) 4. Social Reason for Reading (7 Items) 5. Reading Competition (6 Items) 6. Reading Work Avoidance (4 Items)

Source: Wigfield (1997)

C. RESULT AND DISCUSSION

1. Research Finding

There were two kinds of research findings in this research: (1) the result of students' reading motivation (level), and (2) type of students' reading motivation.

I. Students' Reading Motivation (Level of Students' Motivation)

The fifty-four items in the Motivation Reading Questionnaire were given to twenty seven students in K1 at English Education to be responded. The researcher gave the score for every item given on the questionnaire which have been responded by the students. The students' answers were scored based on the value of MRQ Score for Each Option above, (1=4, 2=3, 3=2, and 4=1).

After giving the score on each items in the questionnaire, the researcher then added the total score of fifty-four items. The total score items became the result of defining and identifying the students' reading motivation (level). The level of students' reading motivation is represented on the table 4 below.

Table 4. Students' Reading Motivation (Level)

Student	Total	Level
1	169	High Motivation
2	152	Average Motivation
3	152	Average Motivation
4	164	High Motivation
5	179	High Motivation
6	149	Average Motivation
7	206	High Motivation
8	120	Average Motivation
9	169	High Motivation
10	101	Low Motivation
11	129	Average Motivation
12	216	High Motivation
13	147	Average Motivation
14	147	Average Motivation
15	173	High Motivation
16	149	Average Motivation
17	157	Average Motivation
18	132	Average Motivation
19	163	High Motivation
20	143	Average Motivation
21	105	Low Motivation

22	190	High Motivation
23	150	Average Motivation
24	142	Average Motivation
25	174	High Motivation
26	135	Average Motivation
27	152	Average Motivation

II. Types of Students' Reading Motivation

In defining the type of students' reading motivation, the researcher also used the students' responses of questionnaire. However, the researcher differentiated between intrinsic and extrinsic item in the questionnaire to get result of the type of students' motivation. From the score total from both intrinsic and extrinsic, the writer then identified the students' type of motivation.

Table 5. Student's Type of Motivation

STUDENTS	ITEM			TYPES OF MOTIVATION
	INTRINSIC	EXTRINSIC	TOTAL	
1	86	83	169	Intrinsic Motivation
2	70	82	152	Extrinsic Motivation
3	68	84	152	Extrinsic Motivation
4	77	87	164	Extrinsic Motivation
5	78	101	179	Extrinsic Motivation
6	70	79	149	Extrinsic Motivation
7	90	116	206	Extrinsic Motivation
8	55	65	120	Extrinsic Motivation
9	89	80	169	Intrinsic Motivation
10	42	59	101	Extrinsic Motivation
11	61	68	129	Extrinsic Motivation
12	92	124	216	Extrinsic Motivation
13	67	80	147	Extrinsic Motivation
14	65	82	147	Extrinsic Motivation
15	85	88	173	Extrinsic Motivation
16	79	70	149	Intrinsic Motivation
17	71	86	157	Extrinsic Motivation
18	70	62	132	Intrinsic Motivation
19	83	80	163	Intrinsic Motivation
20	72	71	143	Intrinsic Motivation
21	44	61	105	Extrinsic Motivation
22	86	104	190	Extrinsic Motivation
23	73	77	150	Extrinsic Motivation

24	65	77	142	Extrinsic Motivation
25	78	96	174	Extrinsic Motivation
26	66	69	135	Extrinsic Motivation
27	68	84	152	Extrinsic Motivation

From the table shown above, we can see that 6 participants of the research were students who had intrinsic motivation. 21 students were students with extrinsic motivation. It can be conclude that students in K1 of English Education have a good motivation in reading. However, the type of their reading motivation was different

2. Discussion

Based on the findings above, it can be concluded: (1) the students' reading motivation was good, because they were also in a good motivation. Ten students were in high motivation, fifteen students were in average motivation, and the rest of students, both of them were in low motivation. (2) The result of the type of students' motivation showed that almost of all students were having extrinsic type of motivation, there were only six students who had intrinsic motivation in their reading.

D. CONCLUSION AND SUGGESTIONS

A. Conclusion

From the result of students' responses to the reading motivation questionnaire, it can be concluded that students' level motivation were very good because more than a half of number of participants were students who had average level in reading. Almost a half of number of students had the high motivation in reading. There were only two students who had low level in reading.

The result of students' type motivation showed that 75% of students' types of motivation were extrinsic motivation. There were only six participants who had intrinsic motivation in their reading.

The result means that students were had a good motivation; however, their reading motivation is motivated by the extrinsic factor; wants or desires to get a reward or prize.

B. Suggestion

Based on the conclusion of the finding of the research, the researcher would like suggest the students to keep their motivation in reading, because it is really important activity for their learning process. However, it would be better, if the student change their mind about their reason in reading.

Actually, if the students do reading because of their self-motivation; they will get happiness and enjoyable things. When they have enjoyed their time in reading, they will not feel any burden to reach their goal and purpose in reading.

The researcher would like to give suggestion to the lecturer, it will be better if the lecturer give a brief viewpoint about the importance of reading for students. The lecturer as a motivator in reading class has to give effort and suitable strategy to increase their motivation in reading.

The researcher would like to recommend other researcher to conduct the study about the students' motivation in learning skills in language; listening, speaking, writing.

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