



AN ANALYSIS OF ENGLISH STUDENTS' MOTIVATION IN READING ACADEMIC ARTICLES AT ENGLISH EDUCATION PROGRAM OF UNIVERSITAS NEGERI PADANG

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Abstract

This study aimed to find out the motivation of the English Education 2016 Universitas Negeri Padang in reading academic articles and factors influenced their motivation. This research was done through descriptive qualitative method with 84 populations. The samples of this study were 84 students chosen by using total sampling techniques. The data were collected through a questionnaire adapted from Reading Motivation Questionnaire by Wigfield and Guthrie (1997). The findings of this research indicate that: (1) English Education 2016 students have high motivation because 66 students are in 2,51 – 3,25 mean range. It means that half of the samples are at high level motivation to read academic articles and there are only 6 samples that have low level motivation in reading academic articles (the mean score is 1,76 - 2,50). Moreover, 12 students have very high motivation in reading academic articles (the mean score is in 3,26 - 4,00 range); (2) factors that influenced the motivation of English Education 2016 students' in reading academic articles are dominated by intrinsic factors.

Key words: motivation, reading motivation, factors in motivation

A. INTRODUCTION

Academic literacy with special reference of reading and comprehension skills is a key factor in predicting academic success (Hermida, 2009:20) and (Olivier & Simasiku, 2015:247). Improving academic literacy leads to better education and skills, especially in academic writing (Tsang in Motlaq and Egresh, 2016:1271). (Krashen & Lee, 2004:10) also agree that reading gives writers an understanding about the language of writing, the use of grammar, vocabulary and discourse structure, and better understanding about written language.

In the last 20 years, students' motivation in reading has been very low. According to Veenman (1984:156) and O'Flahavan, Gambrell, Guthrie, Stahl, & Alvermann (1992:12) in Gambrell (1996:15) the motivation of learners is the main problem to many educators. The educators recognize that motivation is the root of issues they encounter in today's education. Approximately nine studies

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were conducted due to the role of motivation in literacy growth from 1985 to 1992. Gambrell (1996) announced the results of a National Reading Research Centre that found reading encouragement was a topic that teachers would like to investigate. The survey provided 84 reading subjects, and teachers identified reading interest as their first reading research goal.

Therefore, data released by the Central Statistics Agency (BPS) in 2006 illustrates Indonesian people's interest in reading. The data showed that our society has not made reading as the main source of information. People are more interested in watching TV (85.9%), listening to radio (40.3%), and reading newspapers (23.5%). While the number of people aged 15 to 59 years who are illiterate as much as 5.9 million or 3.70 percent of 81 million people. Data in 2006 showed that Indonesians who read to obtain new information are only 23.5% of the total population.

The researcher assumed that there were several reasons why students have lack motivation in reading academic articles. Firstly, the students do not know the benefits of reading academic articles. Secondly, the students are lazy to read the articles. Furthermore, the students' lack of motivation in reading for academic context can be caused by several reasons: (1). Student attention is shorter because too much time is spent on social media and virtual life. (2). Students receive instant satisfaction. (3). Students do not understand the contents of the articles because lack of vocabularies.

Some research studies focused on reading motivation. Firstly, a study about students' motivation in reading procedure text was conducted by Kasyulita & Ratnasari (2016). The finding shows that there was any significant analysis students' motivation. It could be showed that from 21 students in reading procedure text, there were 10 students (60-79%) in good, 4 students (50-59%) and in poor and 7 students (0-49) very poor category. Secondly, the study was conducted by Salikin, Tahir, Kusumaningputri & Yuliandri (2017) entitled Indonesian EFL students' motivation in reading. The results found that both intrinsic and extrinsic motivations have significant contribution in motivating the learners to read the English text. The intrinsic motivation played the important role in students' reading activities. Besides, the extrinsic motivation found the teacher's role as the learners' motivator in reading the English text through their method implemented in reading class.

Thirdly, a study about students' motivation in reading and reading interest was conducted by Muliati (2017). The finding shows that an average level of reading motivation of students. This can be rooted from a low level of competency regarding their prior knowledge and experience in reading. 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. Last, the study was conduct by Siregar (2019) entitled An Analysis of Students Reading Motivation in Reading Subject at English Department of Universitas Negeri Padang. The finding shows that 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. The students' type of motivation was dominantly extrinsic motivation.

Furthermore, the studies that focused on correlation between reading motivation and reading comprehension was conducted by Marsela (2017) entitled *The Correlation between Reading Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of MAN 2 Palembang*. The results found that the students' level of reading motivation was medium and their reading motivation achievement indicated to good category.

From several previous studies above, it can be seen that the previous researchers has analyzed the correlation of students' motivation and their reading comprehension. In addition, another researcher has conducted a research focusing on the students' motivation in English subject. In this research, the research wants to analyze the students' motivation and find out the factors affect their motivation in reading academic article. In this research, the researcher takes the title "An Analysis of English Students' Motivation in Reading Academic Articles at English Education Program of Universitas Negeri Padang"

B. RESEARCH METHOD

In this research, descriptive qualitative was used as the research method. According to Arikunto (2013) descriptive research means describe something like situations, conditions, events, also activities which the results can be shown in the research report. Qualitative study tends to attempt to uncover the explanations for behaviour and motivation rather than just what, where, and when. Qualitative research can be performed across many fields, as Gay (2009) points out, such as social science, health care and business. The purpose of descriptive qualitative research is to find the result of analysis what we want to observe. By using this kind of research design, the researcher tried to find out what factors those affect reading motivation by English department students' 7th semester 2016 years in reading academic articles and how their motivation in reading academic articles.

The sample of this study was 84 students of English Education 2016 Universitas Negeri Padang which divided into 3 classes; K1 2016, K2 2016 and K3 2016. There are two instruments used by the researcher in this study; the first was questionnaire using attitude scales which measures what an individual believes, perceives, or feels about self, others, activities, institutions, or situation. The questionnaire was adapted from Wigfield and Guthrie (1997) called the Motivation for Reading Questionnaire (MRQ) consisted of 50 items for 2 factors of reading motivation namely: intrinsic and extrinsic factors divided into 11 dimensions of reading motivation. The dimensions were reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, reading recognition, reading for grades, reading competition, social reasons for reading, and compliance. The last instrument was interview. It was conducted after the questionnaire. The interviews were in the form of semi-structured questions. The instruments were validated by one of the lecturer in English Department of Universitas Negeri Padang. The questionnaire used basic type of scales which is Likert scale, ranging from 1 to 4. The students were asked

to fill the questionnaire via Google form. The specification of the questionnaire was presented in the table 3.2 below:

Table 1. Dimension of Reading Motivation

No.	Factors Affect Students' Motivation in Reading	Dimension of Reading Motivation	Number of question	Total
1.	Intrinsic	Reading Efficacy	1, 2, 3, 4	4
2.		Reading Challenge	5, 6, 7, 8	4
3.		Reading Curiosity	9, 10, 11, 12, 13, 14	6
4.		Reading Involvement	15, 16, 17, 18, 19, 20	6
5.		Importance of Reading	21, 22, 23, 24, 25	5
6.	Extrinsic	Compliance	26, 27, 28, 29	4
7.		Recognition for Reading	30, 31, 32, 33	4
8.		Reading for Grades	34, 35, 36, 37	4
9.		Social Reasons for Reading	38, 39, 40, 41, 42	5
10		Competition in Reading	43, 44, 45, 46	4
11		Reading Work Avoidance	47, 48, 49, 50	4
Total of Questions: 50				

Adapted from: Wigfield (1997)

After collecting the data, the researcher analysed students' reading motivation by giving the score through the questionnaire. Every items in questionnaire were given a score 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree depended on the students' answer.

Table 2. MRQ Score for each option

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

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

Table 3. Reading Motivation Mean Scale Range

No.	Range	Classification
1.	1,00 – 1,75	Very Low
2.	1,76 – 2,50	Low
3.	2,51 – 3,25	High
4.	3,26 – 4,00	Very High

Source: (Dwipayana, 2013)

By categorizing the items, the researcher summed up the score total of each factors of motivation. Comparing the scores of both intrinsic and extrinsic became the result and description the factors affect students' reading motivation. (1-25, intrinsic factors) and (26-50, extrinsic factors).

C. RESULT AND DISCUSSION

1. Research Finding (tentative)

The data of this research were the reading motivation of fourth-year students in English Education in reading academic articles and the factors affected the students' motivation in reading academic articles. The questionnaire was given to students using Google form site and it took 30 minutes. Students were filled out the questionnaire on 19 December 2019 until 20 December 2019. There were 84 of English Education students who gave the response to the MRQ of the research.

The students were asked to respond 50 items about their reading motivation in reading academic articles. This questionnaire was divided into 11 parts according to the 11 dimensions that are listed on the Reading Motivation theory based on Wigfield and Guthrie (1997). The students answered each item on a 1-4 scale, with options ranging from *Strongly Disagree-Strongly Agree*. After giving the score for each item in the questionnaire, the researcher then added the total score of fifty items. By using likert, the mean will be the score for reading motivation by each student. The first finding was an analysis of English department students' motivation in reading academic articles.

Table 4. Students' Reading Motivation Level and Percentage

No.	Range	Classification	Students	Percentage
1	1,00 - 1,75	Very Low	-	0%
2	1,76 - 2,50	Low	6 students	7,14%
3	2,51 - 3,25	High	66 students	78,58%
4	3,26 - 4,00	Very High	12 students	14,28%

Table 4. shows the level of motivation in reading academic articles. The category of very high (3,26 - 4,00) indicated the students who had very high motivation. Based on the table, there were 12 students who had high motivation in reading academic articles. The percentage of very high motivation is 14,28%. The high category (2,51 - 3,25) was a score for students who had high-level motivation; there were 66 students who had the high level of motivation in reading academic articles. The percentage of high motivation is 78,58%.

The low category (1,76 - 2,50) was a score that showed the low level of students' motivation in reading academic articles. In the result of the reading motivation, there were 6 students who had the low motivation. The percentage of low motivation is 7,14%. And the last is very low (1,00 - 1,75) was a score that showed the very low level of students' motivation in reading academic articles. There was none student in this level so the percentage of very low motivation is 0%.

The finding of the second research problem was analyzing the factors that affected students' motivation in reading academic articles. Based on the data analysis, there were two factors affect students' motivation in reading academic articles. The factors affected students' motivation in reading academic articles were came from number 1 to 25 items (out of 50 items) in the questionnaire. The 25 items in intrinsic motivation divided into 5 dimensions of reading motivation. The results were presented in the table below.

Table 5. Intrinsic Factors Affect Students' Reading Motivation Level

No.	Dimension	Mean	Category
1	Reading Efficacy	3,07	High
2	Reading Challenge	2,84	High
3	Reading Curiosity	2,77	High
4	Reading Involvement	3,05	High
5	Importance of Reading	3,47	Very High
Mean Score		3,04	High

The table shows a very high response towards the fifth dimension about the importance of reading. In addition, the importance of reading has five statements in which numbers are 21, 22, 23, 24 and 25. Since the importance of reading dimension in intrinsic factors got the highest mean score- 3,47, it can be concluded that the most influential internal factor that affected students' motivation in reading academic articles was the importance of reading. However, reading curiosity that consisted of six statements (numbers 9, 10, 11, 12, 13 and 14) got the lowest mean score in the table; 2,77. It can be concluded that students commonly did not read because of their curiosity about a topic. Nonetheless, the final mean score for intrinsic factors is 3,04 which is mean that students' reading motivation is high.

And the last factors affected students' motivation in reading academic articles were extrinsic factors. The total mean score from items 26 to 50 are shown below:

Table 6. Extrinsic Factors Affect Students' Reading Motivation Level

No.	Dimension	Mean	Category
1	Compliance	2.97	High
2	Recognition of Reading	2.90	High
3	Reading for Grades	3.11	High
4	Social Reasons for Reading	2.64	High
5	Reading Competition	2.80	High
6	Reading Work Avoidance	2.66	High
Mean Score		2,84	High

It can be seen from the table above that the respondents are equally high motivation reading level toward compliance, recognition of reading, reading for grades, social reasons for reading, reading competition and reading work avoidance the dimension of reading motivation in extrinsic factors. Since reading for grades dimension in extrinsic factors got the highest mean score 3,11, this dimension becomes the one of six dimensions in extrinsic factors that most affected students' motivation in reading academic articles. The lowest mean score in this table is 2,64 that can be seen in dimension number four stating about social reasons for reading. This dimension consisted of five statements which numbers are 38, 39, 40, 41 and 42. Nonetheless, the students' motivation is high on the whole of the dimensions of reading motivation in extrinsic factors since the final mean score for intrinsic factors is 2,84.

2. Discussion

Based on the finding, the students' reading motivation in reading academic articles, the level of motivation, and the factors affect students' motivation in reading academic articles, it was found that students' reading motivation are high. The result reflected that students were motivated enough to read in reading academic articles. Since they have a high level of motivation for reading, it may cause them to involved in doing a reading. As a result, the students' reading performance in reading academic articles will be good. According to Lepper et al. (2005), increasing intrinsic motivation and using extrinsic motivation in order to have students initially engage in an activity may set them on the path of reading for the pure enjoyment of reading which will increase their overall motivation.

From the research findings, it can be concluded that the factors that influence student motivation were dominated by students who have intrinsic motivation in reading academic articles. Vieira & Grantham (2011) say students with intrinsic motivation will become committed learners. Sources of intrinsic motivation include enjoyable reading experiences, books that are considered enjoyable, awareness of the importance of reading and personal interest in the subject of Becker, McElvany & Kortenbruck (2010) in Lynn (2015). Moreover, while reading a complex text, intrinsically motivated readers will survive and exert more effort than readers who do not.

According to the findings revealed above, it is found that this research is different from the research conducted by Marsela (2017). Marsela, found that there were 26 students who were indicated as highly motivated, 93 students who

were indicated as medium motivated, and 10 students who were indicated as low motivation. Her findings summed up that students were at the medium level of motivation.

This research is also different from the research conducted by Muliati (2017) that presented extrinsic factors as the most influenced factors in motivating students to read. Students were going to read because they want recognition and this sort of motivation would not last long. The data also showed that students are moderately inspired when they are tested to read on account. This is a common phenomenon during examination time but this type of reading motivation is not long-lasting and students should have intrinsic motivation and be further reinforced by extrinsic motivation. It was also different with the research that conducted by Salikin, Tahir, Kusumaningputri & Yuliandri (2017). The data obtained by distributing questionnaire and arranging the group interviewed. The subject of the study involved 42 freshmen students of English department, the faculty of humanities at Jember University in the academic year 2015-2016. The results found that both intrinsic and extrinsic motivations have significant contribution in motivating the learners to read the English text. The intrinsic motivation played the important role in students' reading activities. Besides, the extrinsic motivation found the teacher's role as the learners' motivator in reading the English text through their method implemented in reading class.

Furthermore, this research also different from research by Siregar (2019). There were twenty-seven of K1 students who gave the response to the MRQ of the research. It can be concluded from the result of the type of students' reading motivation table that in reading subject, the type of motivation was dominated by the students who had extrinsic motivation in the reading subject.

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

In conclusion, this research was conducted in order to analyze motivation in reading academic articles among the fourth year students of English Education Program Universitas Negeri Padang. The result shows that majority students in English Education Program are highly motivated (78,58%). Therefore, intrinsic factors, especially the importance of reading, become the most factors that affect the students' motivation in reading academic articles (3,47 mean score). Meanwhile, the extrinsic factors show that all the dimensions are equally high in influencing students' reading motivation.

2. Suggestion

Based on the results, researcher suggests students maintain their motivation in reading as it will help them in many fields such as reading journals, looking for information or reading for pleasure, students must read more often, especially reading academic articles. Students' interest in reading generally comes from themselves and is expected to help them become active readers. Therefore, students also suggested to expand their vocabulary in order to help them reading effectively and efficiently.

To lecturers who teach academic articles, it will be better if a brief overview about the importance of reading is given. It is also suggested for the

lecturers to use appropriate methods and strategies for increasing students reading motivation both from intrinsic and extrinsic factors. Lecturers are also expected to give more academic articles to be read so the students are familiar and accustomed to read academic articles. Last, for future researcher that may develop the continuation of this study, you may conduct a study about students' motivation in learning other aspects. For example, motivation in speaking, motivation in listening or correlation between motivation in reading and comprehension of reading.

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