



An Analysis of Students' Reading Motivation in English Subject at Junior High School

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Abstract

This research was a descriptive qualitative research that aimed to analyze students' reading motivation level and students' types of motivation in English subject at junior high school. The population of this research were 8th grade students of SMP N 11 and SMP N 46 Sijunjung. The sample of this research were 78 students that was selected by using purposive sample. The instruments of study were Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) and open-ended interview. The items were scored based on the students' response to the questionnaire. The total score items became the result of students' reading motivation (level). The type of students' reading motivation was came from the score total from items 1 to 16 (intrinsic) and 17-46 (extrinsic). The researcher defined the students' type of motivation by summing up the score of each type of motivation. The result of this research showed that (1) Students' reading motivation level in reading English subject of SMP N 11 Sijunjung and SMP N 46 Sijunjung were dominated by the average level of motivation. (2) Students' types of reading motivation in English subject of SMP N 11 Sijunjung and SMP N 46 Sijunjung was extrinsic motivation.

Key words: Reading, Motivation, Reading Motivation

INTRODUCTION

Reading is one way to gain information from the written text. People read because of there are reason that they want to get. Harmer (2007, p.99) stated that "In the first place, many students want to be able to read text in English either for their careers, for study purposes or simply for pleasure". Alexander (1988, p.226) mentioned that "People who read independently do so for both recreational and utilitarian reasons". People read to relax, to find information, to be inspired, to experience adventure vicariously, for intrigue, for romance and for excitement-in fact for every reason imaginable.

Alexander (1988, p.241) stated that "Reading is central to most school subjects and important in nearly all of them". The more we read the more information we get. This is in line with Harmer (2007, p.99) that "Reading is useful for language

acquisition, provided that students more or less understand what they read, the more they read, the better they get it". Even sometimes we get the information unconsciously and indirectly. We can get various types of information through reading. The information that we can get is not only limited to the national range but also about the world even universe range. Those all information we get can from the activity called reading.

Reading will not be successful if students do not have motivation, because motivation in reading is a key for someone's success in understanding and adding their knowledge. Mathewson (1985, p.842-843) as cited in the alexander (1988, p.405) stated that "Reading process, stressed that motivation is as important as attitudes in the decision to read. Motivation is a basic factor in developing reading proficiency and a prerequisite to actual reading". The effect of positive motivation is that of providing greater effort, encouraging concentration, and increasing cooperation with those involved in the instruction process.

However, unfortunately, reading motivation among students are classified low. Diamond. H (2008, p.2) "The National Assessment of Educational Progress (NAEP) indicates that fourth-, eight-, and twelfth- grade reading score are abysmally low. According to the achievement-level results in reading 68 percent of fourth graders, 70 percent of eighth graders, and 65 percent of twelfth graders". It seems to be most of them prefer to surf the internet, hanging out with their friends, playing games and picture hunting. There are a lot of factors that can cause low reading motivation among students. One of them is rapid growth of technology. There should be a way to work with this problem. The matter can be done through school environment and the students itself.

The activity to increase students' reading motivation should be promoted, beside the funding from the school in providing the reading facility and the funding of good and complete library. In addition, the effort to increase students' reading motivation is also depend to the creativity of the students and the teacher.

In this case, we all have to concern that students' reading motivation is related and influence students' achievement in school. If the students' reading motivation is high, therefore it's not impossible that the students will be smart, creative and critic. Alexander (1988, p.387) stated that "There is a frequently a positive relationship between higher achievement and positive attitudes (Dotson 1977).

There are some previous studies that have been conducted related to students' reading motivation. First, the study by Guthrie J.T, Wigfield A, Hummenick N.M, Perencevich C.K, and Taboada P (2006) about Influence of Stimulating Tasks on Reading Motivation and Comprehension. This research showed that one theoretical approach for increasing intrinsic motivation for reading consists of teachers using situational interest to encourage the development of long-term individual interest in reading. Second, the study by Alhamdu (2016) about Interest and Reading Motivation. The study described that there is a positive relationship between interest and reading motivation. Third, the study by Takaloo N.M and Alhamdi M.R (2017) about The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review. This study investigated the impact of motivation on learners' reading comprehension.

Based on several studies that have been conducted by several researchers related to students' reading motivation and its relation to students' comprehension, the study conducted by Alhamdu (2016) have been showed that there were a relation between interest and students' reading motivation. In addition, the study conducted by Takaloo and Alhamdi have been showed that there is a positive impact of motivation to the students' reading motivation. There is a little discussion that talk about students' reading motivation in the English subject. Therefore, researcher is interested to conduct a study with the title *An Analysis of Students' Reading Motivation in English Subject at Junior High School*. The researcher wants to know about students' reading motivation in the junior high school because it is the beginning for them to learn English as the foreign language. As we know that not all elementary school students can learn English since English subject was deleted from the curriculum. The researcher wants to compare both of the school to see if there is a significant differences among that school related to students reading motivation. SMP N 11 Sijunjung is known as one of the good quality school in Sijunjung. It can be seen from the fact that SMP N 11 Sijunnjung have an "A" for their accreditation (Dapodikdasmen.kemendikbud.go.id). While SMP N 46 Sijunjung are classified as the new school. They start accepting new students in the 2009 and now they already got "B" for the accreditation. Therefore, the researcher wants to see and compare both schools.

RESEARCH METHOD

This research is a descriptive qualitative study. The populations of this research was 8th grade students at SMP N 11 Sijunjung and SMP N 46 Sijunjung. The total populations were 8 classes. The sample of the study were 3 classes namely the students from 8.5 and 8.6 class in the SMP N 11 and students from 8.1 class in the SMP N 46 Sijunjung with the total numbers are 78 students.

The researcher used questionnaire and open-ended interview as the instruments. The questionnaire used was adapted from MREQ (The Motivation for Reading in English Questionnaire) by Komiyama (2013) in Pangestika (2018). This MREQ consist of 46 statements and constructed by one intrinsically oriented and four extrinsically oriented factors. There are several classification in the questionnaire, they are curiosity, involvement, challenge (intrinsically oriented) and competition, recognition, compliance, grade, and social sharing (extrinsically oriented). Komiyama (2013) in Pangetsika (2013) classifies the range score to indicate the level of motivation. The researcher used this classification to define level of students' reading motivation in English subject. Students who have the range score between 161-212 are classified as the students who have *High Level Motivation*. Students who have the range score between 107-160 are classified as the students who have *Average Level Motivation*. Whereas, the students with the range score between 53-106 are classified into *Low Level Motivation*. The statement in the reading motivation questionnaire were followed by four scales, *A lot like me (4)*, *A little like me (3)*, *A little different from me (2)*, *Very different from me (1)*.

The researcher categorized the students' level of motivation from the result's score of the questionnaire by sum up all the score that the sample gave in the reading

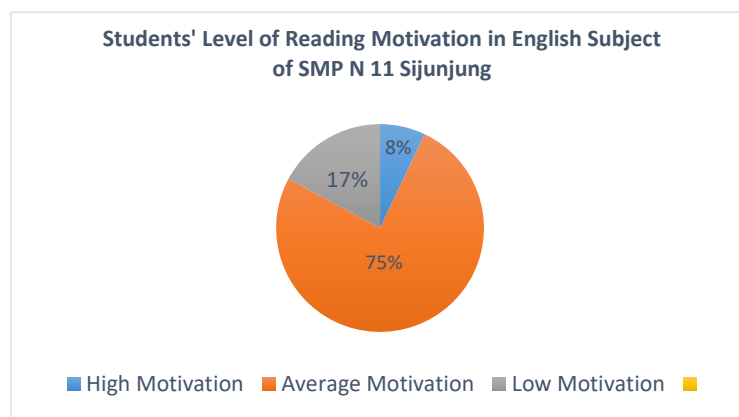
motivation questionnaire. The type of students' reading motivation was came from the score total from items 1 to 16 (intrinsic) and items from 17-46 (extrinsic motivation). From the total score of the items intrinsic and extrinsic in the questionnaire, the researcher then defined the students' type of motivation by summing up the score of each type of motivation and compared both of them

RESULT AND DISCUSSION

1. Research Finding

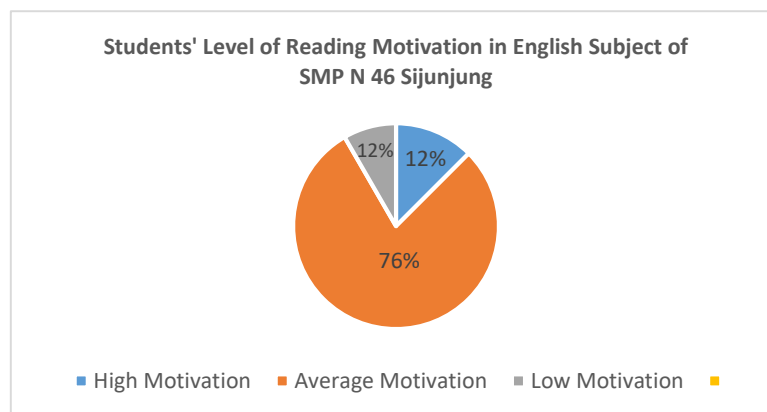
A. Research Finding

a) Level of Students' Reading Motivation



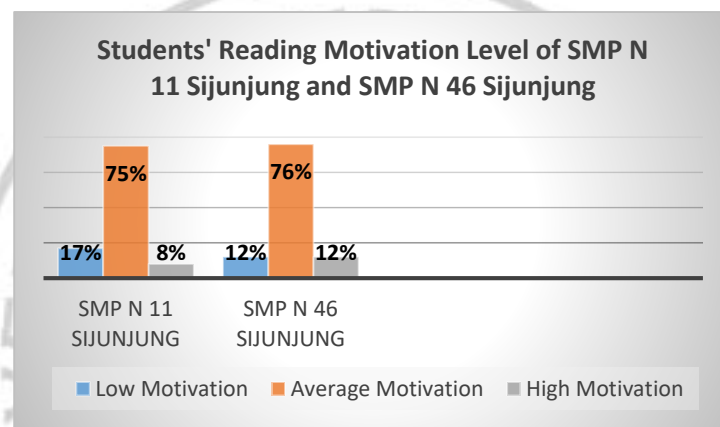
It can be concluded that from the total sample in the 8th-grade students of SMP N 11 Sijunjung, there are 8% of students have a high level of motivation, 75% have an average level of motivation and 17% students have a low level of motivation. So, it can be concluded that the level of students' reading motivation in reading English subject of 8th-grade students at SMP N 11 Sijunjung are in the average level of reading motivation

b) Level of Students' Reading Motivation of SMP N 46 Sijunjung



Based on the data above, it can be concluded that from 8th-grade students of SMP N 46 Sijunjung, there are 12% of students have a high level of motivation, 76% of students have an average level of motivation and 12% students have a low level of motivation. It can be concluded that the level of students' reading motivation of 8th-grade students of SMP N 46 Sijunjung in English subject is in the average level of motivation (76%).

a) **The Comparison Between Students' Reading Motivation Level of SMP N 11 and SMP N 46 Sijunjung**

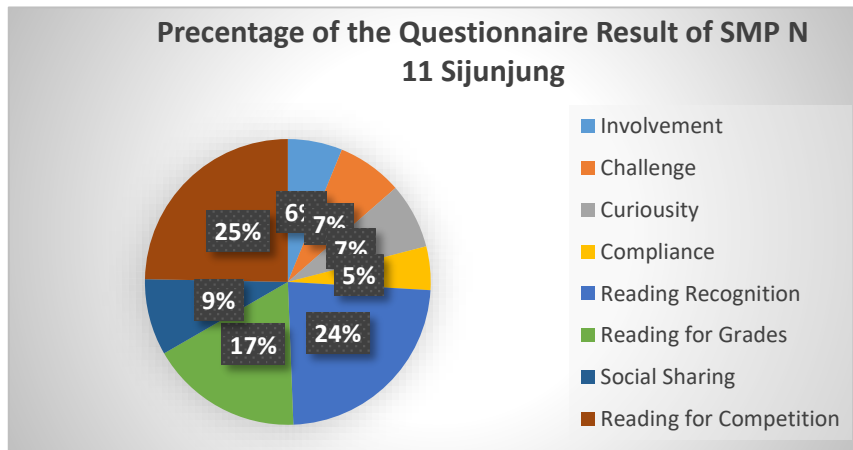


As the data presented above, it can be seen that both of the school have the same level of reading motivation in English subject. Both of the school students have an average level of motivation. The average level was the dominant level from both of the schools. The things that distinguish from both of the school is the mean score of the students in every level of students' reading motivation. The mean score of the high level of reading motivation from SMP N 11 Sijunjung is 165 (8%) while 161 (12%) in the SMP N 46 Sijunjung. Furthermore, the mean score of the average level of students' reading motivation in SMP N 11 Sijunjung is 134 (75%) while 152 (76%) in the SMP N 46 Sijunjung. Moreover, 89.4 (17%) become the mean score of SMP N 11 Sijunjung students in the low level of motivation, on the other hands, 101 (12%) become the mean score of SMP N 46 students in the low level of motivation.

In conclusion, it can be inferred that SMP N 46 Sijunjung have a higher level of motivation than SMP N 11 Students related to reading motivation in English subject.

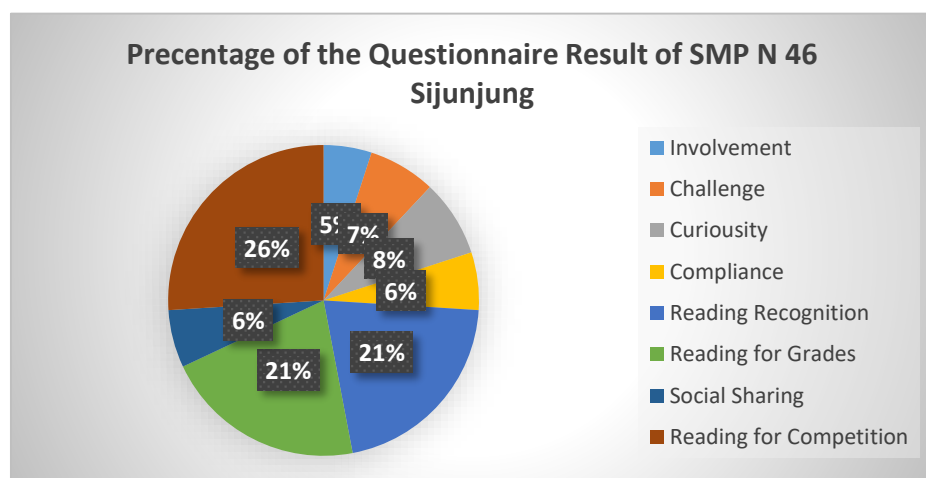
B. Types of Students' Reading Motivation

a) Types of Students' Reading Motivation of SMP N 11 Sijunjung



From these chart, it was shown that the percentage of students' response toward extrinsic factors in the reading motivation questionnaire in 8th-grade students of SMP N 11 Sijunjung were higher than the factors for intrinsic motivation. The response of intrinsic factors in the reading motivation questionnaire were classified low. On the contrary, the result of the extrinsic motivation in reading motivation questionnaire of 8th-grade students of SMP N 11 Sijunjung were classified high. It can be seen from the chart that students mostly response to the reading for competition, reading recognition and reading for grades as their reason to read English subject. So it can be concluded that the types of students' reading motivation in English subject of 8th- grade students of SMP N 11 Sijunjung was Extrinsic motivation.

b) Types of Students' Reading Motivation of SMP N 46 Sijunjung



It can be seen from the charts that the result for extrinsic motivation of the 8th-grade students in SMP N 46 Sijunjung were higher than intrinsic motivation. It can be seen from the chart that students mostly response to the reading for competition, reading recognition and reading for grades as their reason to read English subject. It means that all of the 8th-grade students of SMP N 46 Sijunjung have extrinsic motivation in reading English subject.

c) The Comparison Between Types of Students' Reading Motivation of SMP N 11 and SMP N 46 Sijunjung



From the chart above, it can be seen that both of the 8th-grade students of SMP N 11 and SMP N 46 Sijunjung the same types of reading motivation. Both of the school students have extrinsic types of motivation in reading English subject. There are no students who have intrinsic motivation in reading English subject from both schools. It means that the outside factors of the students become their main motivation or reason why they read English subject

2. Discussion

This study is aimed to see students' reading motivation (level) in grade 8th and the types of students' reading motivation in English subject of 8th-grade students at SMP N 11 and SMP N 46 Sijunjung. It was found that both schools have the same level of reading motivation. They have an average level of motivation related to reading especially in English subject. The result showed that the students from both schools are in the middle or have a good motivation in reading English subject.

Furthermore, this study also showed the types of students' reading motivation in English subject. It was showed that 8th-grade students of SMP N 11 were dominated to have extrinsic motivation in reading English subject. In addition, the types of students' reading motivation in SMP N 46 Sijunjung was also Extrinsic. So, it can be concluded that both schools have the same types of reading motivation in English subject. This finding is similar to the previous study by Chitra Muliati (2017) which analyzed that students' reading motivation was on average level and the students are mainly motivated by extrinsic motivation.

However, the difference between these finding with the previous finding is the factor that influenced the extrinsic types of motivation. The factors that most influenced students' extrinsic motivation were reading for competition, reading for grades and reading recognition. In Chitra Muliati (2017), the factors that most influenced students' extrinsic motivation was reading work avoidance.

The result of this study also similar to the previous study that was conducted by Burcu Şentürk (2015) "EFL Turkish university students' attitudes and motivation towards Reading in English. The result of the study by Burcu Şentürk (2015) showed that students appeared to have a rather neutral attitude towards reading, and there is a statistically significant difference between intermediate level learners and pre-intermediate and beginner-level learners. The result study of Burcu Şentürk (2015) also similar to the study that was conducted by Alia Nathara Abdullah and Melor Md. Yunus (2019). The title of the study was "Students' Reading Motivation Across Gender and the Teachers' Perception in Malaysian Primary Classroom". From the research of Alia Nathara Abdullah and Melor Md. Yunus (2019), it can be concluded that those female students have a higher reading motivation to read English books than male students and teachers' perception agrees with the result of the RMP (Reading Motivation Profile). However, the findings of this study revealed that the students with an "A" and "B" accreditation school seem to have the same level and types of reading motivation in English subject. As the researcher can inferred from this study that a good reputation from the school apparently does not determine the quality of their students and the motivation of the students in reading English subject.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the research findings of the study, there are several conclusion that can be drawn. First, students' reading motivation level in reading English subject of SMP N 11 Sijunjung were dominated by the average level of motivation. There were 75% students with the average level of motivation, 8% for the high level of motivation and 17% for the students who have low level motivation in reading English subject.

Second, students' reading motivation of SMP N 46 Sijunjung was also dominated by the students who have the average level of motivation. There were 76% of the 8th students of SMP N 46 Sijunjung have the average level of motivation in reading English subject. Moreover, there were 12% of the students of SMP N 46 Sijunjung have high level of motivation. In addition, there were only 8% of the students who have low level of motivation in redaing English subject.

Third, from the findings, it was shown that the types of students reading motivation in SMP N 11 Sijunjung was dominated by the students who have extrinsic motivation. 8th grade students' of SMP N 11 Sijunjung seemed to read

English subject because of there were something that they want to get or achieve.

The last finding of this research was the types of students reading motivation in English subject of SMP N 46 Sijunjung. 8th grade students of SMP N 46 Sijunjung also have extrinsic motivation in reading English subject.

Suggestions

Based on the finding of the research, the researcher would like to give some suggestion that the reseacher offered to the students, teachers and the next researcher. First, it can be suggested for the 8th grade students of SMP N 11 and SMP N 46 Sijunjung to be more aware and keep their good motivation in reading, especially in English subject. It would be better for them to increase their motivation from the average level of motivation to the high level of motivation. Furthermore, it also would be better if their types of motivation balance between intrinsic and extrinsic motivation. So that, they will be more succesfull in the learning process.

The researcher also would like to give suggestion for the English teacher. It will be better if the English teacher gives an information about the importance of motivation in reading for students. The teacher have to motivate students right before they start the lesson, so that they will have a good motivation in reading and it is hoped it can increase the willingness of students to read more.

The last, for the next researcher, it is expected that the result of this research could be used by the next researchers as a reference to conduct a similar research about students' reading motivation. Moreover, the researcher would like to suggest other researcher to conduct the research about the students' motivation in the other language skills namely; listening, speaking, writing.

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