Indonesian Learners' Motivation in English Reading Classroom

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Abstract

This study presents results on learners' motivation in English reading classroom where English is a foreign language. Motivation is seen to have two categories; intrinsic and extrinsic motivation. Seven constructs comprising motivation are sought and explained through questionnaire and interview. Some interesting findings are that in classroom context, when learners read, it is meant to be an assignment not a necessity. Friends hold an important motivational trigger to arouse and further arguably maintain willingness to read. Meanwhile teachers are potentially considered to arouse extrinsic motivation making teachers need to create such atmosphere to spark intrinsic motivation through classroom activities.

Key words: *intrinsic motivation, extrinsic motivation, L2 reading*

1. Background

Motivation is one of big contributing factors to the success of foreign language learning (Vallerand, Pelletier, Blais, Briere, Senecal, Vallieres: 1995). It is something to lean on when it comes to the hardest thing. Motivation is placed at the beginning of an action as a boosting power to start an action. It is also placed while in action as a maintainer, and its place is at the end to finish what has been started and to explore things remained from the previous action. Dornyei and Ushioda (2011) states that motivation to do something usually evolves gradually, through a complex mental process that involves initial planning and goal setting, intention information, task generation, action implementation, action control and outcome evaluation.

However, those functions of motivation are not easy benefits to gain. Motivation is known to be constructed by many different elements as its sources. Through 1970s motivation is seen to be focused on the inner workings of the human mind that process information and shape behaviour, where socio-contextual factors are important only in so far as they are filtered through the individual's perceptions (Dornyei, Ushioda, 2011:7). This perspective is incomplete as human beings is inseparable to society and is driven somehow unpredictably by situations. The belief that motivation is solely a human being's

responsibility cannot be taken as human beings also experience the opposite. How many teachers are moved to become teachers because of their influencial teachers inspire them to decide what carrier they pursue? They are some I belive.

This incomplete perspective leads to changes in motivational research perspective. Rooted in sociocultural theory, motivation is seen to exist within social context. Rueda and Moll (in Dornyei, Ushioda: 2011) view motivation like knowledge which is not solely located within individual, but is socially distributed, created within cultural systems of activities involving the mediation of others. In the context of teaching and learning process, it leads to meaning that source of motivation comes from the context where the students are learning. It may be in the form of teachers, books and facilities, friends, teaching strategies, test modes, classroom interactions and many other things.

To be one means to improve language skills, reading is a great opportunity as from it readers grow vocabulary, have topics to start a conversation and to develop a talk. Saville-Troike (2006) mentions that reading is important for the development of L2 competence, as well as interpersonal competence. To have these remarkable uses, reading activity is sadly not popular among students. For that matter, reading is seen not as a habit or a hobby but a boring job. Students are difficult to get accustomed to reading texts or references for their academic values. This phenomenon sounds very classical in every school life in Indonesia and it is undeniably a truth also in English reading classrooms.

This paper tries to comprehend the position of reading activity in English reading classroom. This article starts with discussion on intrinsic motivation playing within the students. Second, it provides findings on what cause motivation to grow inside and outside the students. Third it will give pedagogical perspectives on how to motivate both intrinsically and extrinsically students on the basis of the findings on the source of reading motivation.

2. Literature review

2.1. Reading Motivation

Motivation is defined as an urge to do something. It is responsible for why people decide to do something, how long they are willing to sustain the activity,

how hard they are going to pursue it (Dornyei, Ushioda: 2011). Motivation is popularly known to be classified into extrinsic and intrinsic motivation. Deci and Ryan (1985) refer extrinsic motivation (EM) to deal with an action which is driven by 'reward' and avoiding 'punishment'. Intrinsic motivation (IM) on the other hand is the fact of doing an activity for itself, and the pleasure, and satisfaction derived from the participation. Another classification is a motivation (AM) referring to the lack of motivation, either extrinsic or intrinsic.

Vallerand, Pelletier, Blais, Briere, Senecal, and Valliere (1995) state that intrinsic motivation is divided into 3 types. They are intrinsic motivation (IM) to know, to accomplish things, and to experience stimulation. IM- to know can be defined as the fact of performing an activity for the pleasure and the satisfaction that one experiences while learning, exploring, or trying to understand something new. It relates to several constructs such as exploration, curiosity, learning goals, and intrinsic intellectuality.

Intrinsic motivation toward accomplishments (IM-to accomplish things) refers to the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something. For instance when a student extends his work beyond the requirement in order to experience pleasure and experience and satisfaction while attempting to surpass himself, he is categorized to have IM-to accomplish things.

Intrinsic motivation to experience stimulation (IM-to experience stimulation) occurs when someone engages in an activity in order to experience stimulating sensations (e.g sensory pleasure, aesthetic experiences as well as fun and excitement). It is all derived from one's engagement in an activity. Students who go to class in order to experience the excitement of a stimulating class discussion, or who read a book for intense feelings of cognitive pleasure derived from passionate and exciting passages represent examples of individuals who are intrinsically motivated to experience stimulation in education.

In the context of reading motivation, Dhanapala (2008) mentions that intrinsic motivation refers to the individual's enjoyment of reading activities engaged in free time and based on personal interest, whereas extrinsic reading motivation involves individual's participation in reading activities based on external demands

and values such as obtaining grades, meeting teachers' or parents' expectations, gaining recognition, or even the desire to avoid punishment.

2.2 The context of L2 Reading

Komiyama (2013) states that L2 reading motivation is multidimensional. Understanding the nature of multidimensional L2 reading enables researchers to examine the relationship between motivation and reading behavior. One dimension needs considering is the position of L1 (first language) to reading comprehension made in L2 (second language). Reading, whether in a first or second language context, involves the reader, the text, and the interaction between the reader and text (Rumelhart, 1977). Although reading in the L1 shares numerous important basic elements with reading in a second or foreign language, the processes differ greatly. Many would say that reading in L2 is a slower version of reading in L1. It is to explain that reading activities on L1 texts are much more faster than in L2, considering some differences between L1 and L2 like cultural, linguistic, and cultural background of the learners. It is also believed that learners who love reading in their L1 will transfer their passion in L2 reading activities. However, according to Grabbe and Stroller (in Dhanapala, 2008) students in both L1 and L2 reading contexts may possess different individual motivation in reading as well as differing sense of self-esteem, interest, involvement in reading and emotional responses to reading.

This paper describes investigation of extrinsic and intrinsic motivation in L2 reading among 68 Indonesian university students using (Motivation for Reading Questionnaire) MRQ proposed by Wang and Guthrie (2004). This questionnaire is adapted to meet the purpose of this research. When it was administered, the students were told to think about their reading activities in English. This questionnaire was also checked on its reliability through interview. This adapted MRQ has 7 constructs. Curiosity, involvement, and preference of challenge are three constructs comprising intrinsic motivation. Curiosity is the desire to read about particular topics or issues of students' personal interest. Involvement refers to the engagement made by students' in gaining pleasure resulting from reading an interesting text. Meanwhile preference of challenge

refers to the desire to assimilate complex ideas in a text. On the other hand, extrinsic motivation comprises four constructs; recognition, grades-compliance, social reading, competition. Recognition refers to reading to be recognized as a competent reader by teachers, peers, families. Grades refers to reading to obtain scores on examination or to succeed a course the students' are taking, while complience means the desire to read to meet an external goal or requirement. Social reading means the process of sharing ideas gained from reading with parents, peers, or families. Competition refers to reading to outperform others in reading.

3. Method

3.1. Participants

The Indonesian participants are 68 university students from East Java taking English as their major. English in Indonesia is a foreign language making it also a second language for them. Their age ranges between 18-20. They are from different academic years; 34 freshmen, 22 sophomores, and 12 juniors.

3.2 Instruments

Two instruments were used in this study; a motivation for reading questionnaire (MRQ) which was adapted to cover 7 constructs explained above to measure extrinsic and intrinsic motivation in 33 questions (instead of 45 questions as the original proposed MRQ by Wang and Guthrie, 2004). Participants indicated, on 4 (four) Likert scale from "just like me" to "not like me" the extent to which they could agree with the questionnaire item. The questionnaire was translated in Bahasa Indonesia to guarantee their understanding toward the questionnaire items. Besides, interview was also assigned to gain description on their answers to the questionnaire.

3.3 Data analysis procedure

The analysis on the data was done in quantitative and qualitative ways. It is quantitative in a way that the findings are described in numbers to show the percentage of participants' choice over the given statements. To give clear

description on the understanding of the phenomena, the data was also completed with qualitative analysis on the basis of the interview done after the questionnaire was administered.

4. Findings

The purpose of the study is to comprehend the position of reading activity(ies) in English reading classroom. Table 1 shows the recapitulation on students' answer to each item in the questionnaire. The table also shows the percentage of each Likert scale option to each statement question in the adapted MRQ. In the following discussion, the result of this questionnaire is described and explored as well as explained with data gained in the interview.

Table 1
Recapitulation on MRQ items

Motivation constructs	1	2	3	4
1. Social				
1.1 I talk to my friends about what I am reading	1,6	16,6	45	36,6
1.2 I often read to my brother or sister, parents.	35	36,6	20	6,6
1.3 I like to tell my family about what I am reading.	18,3	31,66	26,6	21.6
1.4 I feel like I can make friends better because I read .	8,3	25	61,6	21,6
1.5 I like to share things I get from my reading.	1,6	5	20	73,3
1.6 My friends sometimes tell me I am a good reader	26,6	46,6	25	1,6
2. Grades-compliance				
2.1 I want to see my name on a list of good readers	3,3	13,3	23,3	60
2.2 I read to improve my grades	6,6	21,6	23,3	50
2.3 Grades are a good way to see how you are doing	16,6	23,3	33,3	26,6
2.4 Finishing every reading assignment is very important	1,6	20	28,3	48,3
2.5 It is very important to be a good reader	3,3	6,6	23,3	50
2.6 I like to get compliments for my reading	20	23,3	30	15
2.7 I always do my reading work exactly as teacher wants	6,6	28,3	38,3	26,6
3. Curiosity				
3.1 I read to earn new information about topics of interest	6,6	1,6	10	81,6
3.2 I read about my hobbies to learn more about them	0	8,3	11,6	80
3.3 I like to read about new things	1,6	11,6	16,6	70
3.4 If my teachers discusses something interesting, I might read it	0	23,3	41,6	35

3.5 I like it when the questions in books make me think	3,3	11,6	45	40
4. Competition				
4.1 I want to finish my reading before other students	6,6	18,3	41,6	33,3
4.2 I try to get more answers right than my friends	1,6	10	40	48,3
4.3 I am willing to work hard to read better than my friends	3,3	5	21,6	70
4.4 I like being the only one who knows the answer	10	15	23,3	50
5. Involvement				
5.1 I enjoy long, involved story or fiction book	11,6	21,6	30	36,6
5.2 I like mysteries	15	10	28,3	46,6
5.3 If a book is interesting, I don't care how hard it is to read	5	15	30	50
5.4 While and after reading, I like to imagine what I can do about what is described in the story/ article	1,6	5	30	63,3
6. Preference for challenge				
6.1 I don't like to find meaning of difficult vocabulary	25	26,6	41,6	6,6
6.2 Complicated stories and articles are no fun to read	16,6	30	33,3	20
6.3 I don't like reading with difficult words	11,6	30	33,3	0,25
6.4 I learn more from reading than most students	3,3	33,3	43,3	20
7. Recognition				
7.1 I am happy when someone recognizes my reading	20	36,6	30	10
7.2 I like hearing the teacher say I read well	11,6	21,6	30	36,6
7.3 I like being the best at reading	5	20	23,3	51.6

5. Discussion

5.1 Intrinsic motivation

In this study, intrinsic motivation was represented by three constructs namely, curiosity, involvement, and preference for challenge. **Curiosity,** by its name is a strong desire to know or to learn something (oxforddictionary.com). In this study, this construct is understood through 5 questionnaire's items. On the basis of questionnaire result, students who want to earn new information about topic of interest is 81,6%. This is a big number indicating that reading for they are curious about a particular topic that interest them .When asked, students commented that they have some extra doses of motivation when they set their own goal to read something and when they were asked to read anything they (80%) are interested in as what is described in the questionnaire. 70% claimed that they also

read about new things. In the interview what they read is generally ranging from politics, tips and secrets to have healthy life, and stories including comic. This is a support to the claim mentioning that their reading 's boosting power is students' personal interest topic. This result is in accordance with 2 other questionnaire items questioning their reading interest when the topic is initiated by teachers and also when the texts or passages being read is (quite) demanding in terms of their comprehension levels. Only 35% to 40% stated that they are intrinsically motivated to read those ways (questionnaire 3.4 – 3.5).

The second construct, **involvement** means the interest or enthusiasm that we feel about something, and the feeling of taking part into an event or activity (macmillandictionary.com). Involvement is a feeling of carried away of the story. However, it is not only limited to the story, involvement or engagement can also be meant as reading for knowledge and enjoyment (Guthrie, 2000). Cambourne (1995) (in Guthries (2000)) argues that engagement is a merger of multiple qualities that entails holding a purpose, seeking to understand, believing in one's own capability, and taking responsibility for learning. On the basis of the questionnire, the involvement of these Indonesian students in their reading is only 49,2%. Only less than a half participants agree to rate the questionnaire items for involvement on their highest scale. This suggests that they were much engaged if the story or book is not too long, and the structure used by the writers is not too complex. Language proficiency, together with word recognition skills, background knowledge, and metacognitive abilities are explored to be complexities of L2 reading context (Jung, 2010).

Besides, questionnaire 5.4 shows that 63,3% of total participants really imagine what is stated in the text or stories. This means that they were engaged by knowledge or information presented. This is logical since only 41,66% (based on questionnaire result for likert scale 4 in 5.1 and 5.2) were eager to read fiction book or stories. What could be concluded is that these Indonesian participants now are more driven to read texts other than fiction. As reported before, their topic interests are politics, life style and healthy living. This is probably because they are now bombarded with TV's news on politics, and so many TV programs on life style and healthy living. When interviewed, they mentioned that people

who they like to share a lot is their friends. This makes them to have pretty much similar topic to read so that it enables them to get along with their friends.

The third construct is **preference for challenge**. It is the desire to assimilate complex ides in a text. From questionnaire item 6.1 and 6.3 it is found that 41,6 % of the participants do not quite enjoy to find meanings of difficult words, and 43,3% of them do not enjoy to find difficult words in the text they read. This might be due to different formal schema applied by the learners in their effort to understand and comprehend L2 texts. Singhal (2002) mentions what influence L2 readers when trying to understand L2 texts are linguistic and educational backgrounds. This lead to the possibility of difficulties faced by L2 readers in terms of the schemata, formal and content schemas, applied by these learners. Schema is cognitive constructs which allow for the organization of information in long-term memory (Widdowson, 1983).

Studies in L1 reading in correlation to L2 reading give insights that readers' background or world knowledge together with knowledge of different text types and genres, and also includes the understanding to different types of texts use text organization, language structures, vocabulary, grammar, level of formality/register are what determine the success of readers, including L2 readers. When the necessities to understand a piece of L2 text are fulfilled the learners will be more likely to assimilate ideas, further a complex one, in a text. This conclusion is supported by questionnaire items no 6.2, which mentions that complicated stories and articles are not fun to read. When asked in the interview, they stated that the word "complicated" refers to difficult words and structures. This is logical since L2 readers make meaning initially through their familiarity to the words, expression in L2 structures. When they consider the text is difficult they are most likely to withdraw themselves from reading the text. However, they also stated in the interview that when the text is their interest, no matter how hard the text is, they will struggle to read it.

One more interesting element in this construct deals with self-efficacy of the participants. Self efficacy refers to the beliefs about one's capabilities to learn or perform behaviors at designated levels (Bandura, 1986, 1997). Mahyuddin, Elias, Cheong, Muhamad, Noordin and Abdullah (2006) say that self efficacy

have a measure of control over individual's thoughts, feelings and actions. On the basis of questionnaire item no 6.4, only 3.3% participants are seen to have high self efficacy. In the interview, when asked about whether they rated themselves a good reader or no, only 6 over 68 participants answered they are. This seems to suggest that they have gone through difficulties in comprehending texts to result in perceiving themselves as a bad reader. A bad reader, they mentioned, is a reader who has difficulties in understanding text because there are too many vocabularies to miss. This statement is in line with the idea of the third construct, that difficult words and syntactic patterns hamper learners in comprehending L2 texts, which further designates their preference for challenge. When the L2 texts are more difficult to understand, they are more likely to be reluctant to assimilate themselves with the idea presented in the text.

5.2 Extrinsic motivation

There are four constructs comprising this type of motivation. They are namely social reading, grades-compliance, competition, and recognition. The first construct is **social reading.** It refers to the process of sharing ideas gained from reading with parents, peers, or families. When comparing whether the participants like to share what they read more to families or friends, they rated friends as better reading partners (questionnaire1.1,1.2, 1.3). In the interview they mention that talking with friends about what they read is more fun as they are at the same age, pretty much have similar interest, and get pretty much desired response when conversing. This also means that parents and families are not comfortable places to talk about what they read. This is due to some possible reasons. First is it might due to they go to college therefore they stay in boarding houses when time to meet and talk with friends is longer than talking with parents and families. Second, they feel that parents or families share only very few similar issues with them. One topic that is claimed to connect them with parents is politics. They say that it is because their parents love to watch news on television, particularly politics, so when conversing with them participants are able to response and connect themselves. Third is family culture. Almost all participants state that their parents never ask them what they read or to set such habit of motivating them to read like

buying them magazines, books, or asking them what they have read in a day. This phenomenon implies that the position of L1 reading is not a habit but a school assignment. As L2 reading is known at a certain extent to have relationship with L1 reading behavior, this finding might be true. Only few participants, who acknowledge obtaining attention to their reading behavior, have high self-efficacy in reading.

There are only 21,6% participants rated that reading enables them to make friends better. It shows that reading is seen to be more a personal matter than communal benefits. Though 73,3% of them really like to share things they get from reading, it seems that it does not help them in making friends. It might be because they see that making friends requires things other than a connected conversation. In the interview when the writer asserts that reading can actually opens a wide opportunities to make friends as because of reading everyone can have abundance topics to mingle with new people, participants seem to realize that the idea is true. They do not think so as they do not have community which embodies this believe to make them believe that reading can actually help them in many different aspects. It is strengthened by the result of questionnaire 1.6 that only 1,6 % say to have friends to tell them a good reader. This implies again that reading is not an achievement; it is only a school assignment. They do not get enough motivation to read coming from their nearest neighbors, parents, families, and peers.

The second construct is **grades-compliance.** Generally the result shows that teachers are not the agent who boosts their reading motivation through giving them assignment. In the interview, when participants are questioned who or what move them to read (other than teachers because the research result shows that teacher is not a dominant factor to move them to read), they answered that they are motivated to read texts which are in their interest. When curious and they see the benefits of reading the texts, they will read no matter what. However, when further asked what if teachers do not give assignments to read independently like having them to report what they read every week, they state that they will not read "that much" either. This suggests that to result best in motivating learners to read, there must be a specific project that make them read outside the classroom and

also to let them choose their own topic of interest. By this strategy, teachers can employ two fold practicalities; learners will read because they are motivated and they are told to do so.

On the basis of questionnaire items no 2.2, 2.3, and 2.6, they conclusively avoid to say that they read because they want to get compliments, both from teachers and peers. However it does not mean to suggest teachers not to compliment their learners. The result of questionnaire seems to suggest this way, however when asked in the interview, participants said so as it is a part of cultural believe that it is not a good, appropriate behavior to do something because you want to get compliments. Further, the writer changed the question into "are you happy when the teacher comment your reading or reading behavior?" They say "yes". They acknowledge that teacher recognition toward their work is valuable.

The third construct is **competition.** Competition refers to reading to outperform others in reading. Generally, competition can be a potential trigger to arouse L2 reading motivation on the basis of the result of the questionnaire. In the classroom, 48,3% participants rated high to questionnaire item no 4.2 in that they try to get more answer right than their friends. It implies teachers' questions in the classroom means a lot in arousing learners' willingness to read. Besides, 70 % participants stated that they are willing to work hard to read better than their friends. It shows once again that teachers' primary attention toward learners' achievement in reading is valuably awaited by learners. Answering correctly to teachers' questions is also contributor to step up reading activities. The writer is personally certain that teachers attitude to the love of reading itself by valuing the reading activities themselves will create the classroom atmosphere into promotion of beneficial and long lasting reading activities. This further approves that motivation contains not only featured personality but also social dimensions (Dornyei, 1998).

The fourth construct is **recognition.** Recognition refers to reading to be recognized as a competent reader by teachers, peers, families. On the basis of the questionnaire result, recognition construct is not an appeal to arouse L2 reading motivation. Only 10% participants mentioned that they are happy when someone recognizes their reading. In the interview the writer asked them why was so. Their

answer is that they do not read because they want somebody else sees them read. They further assert that reading to hope somebody else recognizes it is not good. They read because they want to read, and because what they read is interesting. However, when asked what if it is the teacher who recognizes it, they feel fine with it as it is what teachers do. In accordance with the interview, 36.6% participants feel happy to hear the teachers say they read well. It is consistent with what is depicted in the grade-compliance construct. Moreover, 51,6% participants agree that being the best at reading is rewarding. In the interview, the learners say that they read is also for grade after all. It is actually a sad answer as this can be interpreted and stressed that they read as an assignment not a necessity.

5.3 Pedagogic implications

This section presents perspectives on how to motivate both intrinsically and extrinsically students on the basis of the findings on the source of reading motivation in L2 context into four suggestions and ideas. The sources of motivation show only where the motivation is from. As a matter of fact, the energy resulted from these sources is what teachers seek for as this energy, no matter where it comes from will make meaning to any actions performed by the learners, especially in the context of L2 reading.

1. From the research it is seen that learners read because they are interested with the content or information presented in the text. Therefore teachers when creating activities should include free-optional readings selections for the learners for best result. It also gives benefits for teachers themselves to see and measure their learners' true capability in terms of learners' familiarity toward cultural, linguistic schemes which enable learners to comprehend a given text.

2. The role of friends as social community which is very close to their life considering their staying away from parents should be considered as a big potential trigger to arouse reading motivation. From the research result, it is found that they like to share what they read with friends due to factors of age, issues, and responses. Therefore creating such reading clubs both face-to face group and digital group through social media like Facebook or

others will mediate this. Project basis activities to involve friends in reading class is also potential given that they will learn to response and experience potential interesting reading activities.

3. Attention from teachers should be maximized in many different formats. They are like posing questions to be answered by learners as they weight teachers' compliments as a mark of their effort to gain score or to impress teachers. Autonomy reading activities also potentially drive students to read more outside classroom. However, assigning this autonomous reading project should be accompanied with on-going teachers' feedback. This is especially because learners are somehow driven by external force like punishment and reward when accomplishing such activities. Teachers must keep track of the feedback and supervise the revision made by the students on the basis of teachers' review on learners' reading activities.

4. On the basis of the findings it is found that reading is in fact social. However it cannot be seen and experienced by most learners. Therefore, incorporating people who seem to be far away from them to gather and involve in their reading activities will gradually change this perspective; that reading is not only a personal matter but communal benefit. This can be cultivated by assigning students to video tape their conversation or talk about what they read with people they want to other than friends (like parents, families, or neighbors). By this, learners not only make use of technology but also feel real touch on the benefits of what they read to others. Besides, the writer personally argues that this can be the initiation of what advanced reading is. It is trying to produce something from what they read. It helps learners to prepare themselves to describe, explain, defend, revise, analyze, and synthesize their thoughts from reading any texts.

6. Conclusion

In L2 reading classroom contexts, reading motivation is multidimensional. The dimensions cover personal and social with all of their elements like motivation, anxiety, self-efficacy, attitude, age, gender, teachers, peers, school

staffs, texts, culture, and many others. This is what makes understanding to L2 reading behavior is also multifaceted. In this study, motivation, as one of elements in the multidimensional matters of what create learners as they give contribution to the knowledge of why learners read, how long they are willing to do reading, and how hard they are going to do it. On the basis of the study, Indonesian learners read because they are curious on the information presented and because they want to satisfy teachers' demands. They are motivated intrinsically to read when the texts are at their capability in terms of syntactical and grammatical and structural complexity, and are extrinsically motivated to be better readers only if they receive enough exposure from their teachers, like assignments, as teachers is people other than friends that they can showcase their reading result. This highlights a claim that teachers have potentially significant power to make up students' motivation. Through well suited strategies, teachers can strengthen reading motivation in L2 contexts.

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