THE RELATIONSHIP BETWEEN UNDERGRADUATE EFL STUDENTS' ACHIEVEMENT GOAL ORIENTATION AND THEIR READING STRATEGIES

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 01 April 2024
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MOTTO

"Don't be pushed around by the fears in your mind. Be led by the dreams in your heart."
(Roy T. Bennett, The light in the Heart)

DEDICATION

This thesis is dedicated to my beloved parents, brother, and sister whose unwavering endless

prayers, support, and encouragement. I also dedicate this thesis to myself for being able to

accomplish this point.

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THE RELATIONSHIP BETWEEN UNDERGRADUATE EFL STUDENTS' ACHIEVEMENT GOAL ORIENTATION AND THEIR READING STRATEGIES

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ABSTRACT

This study aims to find out the relationship between achievement goal orientation and reading strategies of undergraduate EFL students majoring in English Education Department. The design of this study is quantitative correlational study. The data were collected through an online survey with two questionnaires, the Achievement Goal Questionnaire (AGQ) by Elliot and McGregor (2001) and the Survey of Reading Strategies by Mokhtari and Sheorey (2002). 115 students participated in this study. The data were analyzed using Pearson Product-Moment Correlation of SPSS. The results of this study show that all the dimensions of Achievement Goal Orientation (i.e., Mastery Approach, Mastery Avoidance, Performance Avoidance, and Performance Approach) have significant and positive relationships with reading strategies with $r=.592$; $r=.465$; $r=.431$; $r=.292$, respectively. These results mean that achievement goal orientation is correlated with students' reading strategies. Therefore, it is revealed that students tend to have more reading strategies when they have more goals. Teachers or lecturers also have a role to help students achieve their goals in learning by raising students' awareness about achievement goals and reading strategies, so students can improve their learning abilities.

Keywords: *achievement goals, EFL students, English Department, reading strategies*.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Reading is one of the important skills that students need while learning English, especially for those whose English is their second or foreign language. Anderson (2003) stated that reading is a skill that needs to be mastered by English language learners to achieve progress and success in learning. Reading is a key role among the four language skills that can improve other language skills (Tercanlioglu & Demiröz, 2015). Through reading, students can obtain and learn new information and materials. In the process of reading, students have certain reading strategies to understand the materials effectively and efficiently (Par, 2020). To successfully learn materials, students can apply certain reading strategies to grasp the information while learning English. Moreover, besides grasping information, students also have certain reading strategies to effectively reach their goal orientation in learning. Kolić-Vehovec et al., (2008) stated that goal-oriented students focus on their abilities and develop new skills to get better grades of their achievements.

Goal orientation is a motivation for students to achieve their goals in the academic setting. Pintrich (2000) defined goal orientation as not just a target goal, but a purpose, competency, and effort of students to achieve a task in an academic context. Achievement goal theory refers to two types of goal orientations, that is performance and mastery goals (Kolić-Vehovec et al., 2008). In its implementation, Kolić-Vehovec et al., (2008) pointed out that students who adopt performance goal orientation focus on achievement, by comparing their abilities with other students, whether the grades they get are better than the scores of other

students. While students who adopt mastery goal orientation focus more on improving and developing their skills and mastering tasks. To achieve those goals, the students will certainly need strategies. Therefore, it is important to know the relationship between achievement goal orientation and reading strategy use in the Indonesian EFL context, whether the reading strategy is associated with their achievement goal orientation or not.

Concerning the importance of achievement goal orientation to reading strategies, several researchers conducted a study regarding the relationship between achievement goal orientation and reading strategies. Ghavam et al., (2011) have conducted a study in the context of undergraduate EFL students. Meanwhile, Tercanlioglu and Demiröz (2015) have conducted a study in the English Language Teaching Department context. Ghavam et al., (2011) revealed that there was a significant and positive relationship between students' goal orientation and their metacognitive reading strategy use. In the same line, Tercanlioglu and Demiröz (2015) have revealed that students have a variety of goal orientations and perceive that reading strategies are helpful to support their goals.

The relationship between achievement goal orientation and reading strategy use has been widely investigated. Those studies were conducted in the EFL context, such as Ghavam et al., (2011) who conducted a study of Iranian EFL students and Tercanlioglu and Demiröz (2015) who conducted a study of Turkish EFL students of the ELT department. However, there are limited studies that discuss the relationship between achievement goal orientation and reading strategy use in Indonesia; especially in the English Language Education Department. Therefore, the researcher is interested in investigating the relationship between Indonesian Undergraduate EFL students' achievement goal orientation and their reading strategies in the English Education Department.

1.2. Identification of the Problems

There are several challenges that students face when reading, such as lack of vocabulary, lack of background knowledge, and difficulty in deciding the main and supporting point (Kasim & Raisha, 2017). Other problems that might be found in reading are the low motivation of students, low interest, and lack of reading strategies. The problems that students face when reading can occur due to the influence of goal orientation, in which the goal orientation that students have has an impact on their reading strategy use (Tercanlioglu & Demiröz, 2015).

1.3. Limitation of the Problems

Based on the identification of the problems above, due to practical constraints, this present study will focus only on students' achievement goal orientation and their relationship with reading strategy use.

1.4. Formulation of the Problems

This study attempts to answer the following questions: Is there any significant relationship between students' achievement goal orientation and their reading strategy use?

1.5. Objectives of the Study

The purpose of this study is to identify the relationship between EFL students' achievement goal orientation and their reading strategy use.

1.6. Significances of the Study

This study is expected to bring benefits for:

1. English Teacher or Lecturer

   By knowing the main achievement goal that students have, an English teacher or lecturer can help students to achieve their goals in learning, improve their reading comprehension and recommend them suitable reading strategies.

2. English Department Students

   Practically, for the students, this study might be able to provide information regarding the presence or absence of a relationship between goal orientation and reading strategies, which is an important thing for them in the learning process.

3. Future Researchers

   The result of this study might be a reference for future researchers who are interested in the same field, i.e. achievement goal orientation and reading strategy use.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. Achievement Goal Orientation

Achievement goal orientation is an important aspect of learning since it can help students to achieve their goals in an academic context. Pintrich (2000) defined achievement goal orientation as students' purposes for learning, or the reason for students pursuing their task and to evaluate their competencies in learning. Achievement goal orientation can also be referred to as a student framework for achieving their achievements when learning (Alhadabi & Karpinski, 2019). In conclusion, achievement goal orientation is students' purpose or their reason to achieve their goal when learning.

Several studies have mentioned that achievement goal orientation has two kinds of goals, that is mastery and performance goals (Kolić-Vehovec et al., 2008; Songsriwittaya, Koul, & Kongsuwan, 2010). Mastery goals are focused on improving personal competence, while performance goals are focused on the achievement or outcomes of learning. Meanwhile, Ng and Bereiter (1991) stated that goal orientation has three levels, that is task-completion goals (Level 1), instructional goals (Level 2), and personal knowledge-building goals (Level 3). Level 1 goal is a goal where students can complete the task of the goals they have, set by the teacher. Level 2 goals are goals students have in addition to Level 1 goals. Lastly, Level 3 goals are goals pursued by students who have a personal learning agenda to increase knowledge. This present

study, therefore, will refer to the types of achievement goals proposed by Kolić-Vehovec et al. (2008); and Songsriwittaya, Koul, and Kongsuwan (2010) since they provide the new types of achievement goal orientation which are also referred by researchers recently. Furthermore, along with the kinds of achievement goal orientation, previous researchers also included the differences between approach and avoidance motivation. Approach motivation is defined as the energy or direction of a person's behavior toward positive stimulation, whereas avoidance motivation is defined as energy or direction of a person's behavior away from negative stimulation (Elliot, 2008). Therefore, the researcher provides a trichotomous goal framework on achievement goal orientation including performance-approach, mastery-avoidance, mastery-approach, and performance-avoidance.

Table 2.1. 2x2 Matrix of Achievement Goal Theory
according to Elliot and McGregor (2001)

	Approach (approaching success)	Avoidance (avoiding failure)
Mastery	Mastery-approach	Mastery-avoidance
Performance	Performance-approach	Performance-avoidance

Elliot and McGregor (2001) defined the achievement goal theory as follows: 1) Mastery-approach means that students are learning to achieve their goal 2) Mastery-avoidance means that students are learning as much as possible 3) Performance-approach means that students are learning to get a better performance in class 4) Performance-avoidance means that students are learning to not look worse than the other students. Therefore, students can apply achievement goal orientation to support their goal while learning all skills, one of them is reading.

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2.1.2. Reading Strategies

While reading, sometimes students need some strategies to understand the writers. These reading strategies are important for students to grasp information while learning. Reading strategies can be defined as independent behavior used by learners and L2 learners to improve and develop their skills in reading when learning a new language (Oxford, 2016). In addition, Habók and Magyar (2019) state that students who use reading strategies can grasp more information and have higher levels of proficiency. In conclusion, reading strategies can help students a lot when learning a new language such as improving their reading skills and can add new insight.

Mokhtari and Sheorey (2002) mentioned that there are three types of reading strategies, that is Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). Global Reading Strategies (GLOB) is a technique that is used by students where they already have reading goals so they can monitor and manage their reading, for example, making a mind map or table before starting reading a text. Problem Solving Strategies (PROB) is an action taken by students while reading, this technique is used by students to focus on reading and be able to understand the information in the reading, such as reread the text or guessing the meaning of the word that they did not know. Support Strategies (SUP) are supportive actions that can help students understand reading, such as underlining or highlighting information from the text.

2.2. Review of Relevant Studies

2.2.1. Instruments to Measure Achievement Goal Orientation and Reading Strategies

To examine the relationship between students' achievement goal orientation and their reading strategies quantitatively, some studies used two instruments to measure achievement goal orientation and reading strategies. Therefore, this present study will use two types of questionnaires, Achievement Goal Questionnaire (AGQ) by Elliot and McGregor (2001) and Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002).

a. AGQ (Achievement Goal Questionnaire)

The first researchers who developed the instrument of Achievement Goal Orientation questionnaire were Elliot and Church in 1997. The instrument consists of three dimensions which are performance approach, performance avoidance, and mastery goals with 18 items. The researchers used a series of pilot studies and tested by factor analysis to measure the validity of the instrument. The reliability of instruments has a high level of consistency (Cronbach's α = .91, .89, and .77).

In 2001, Elliot renewed his Achievement Goal items with McGregor. The new version of AGQ instrument has 12 items with four dimensions, that are performance approach, mastery approach, mastery avoidance, and performance avoidance. To measure the validity of the instrument, Elliot and McGregor used a series of pilot studies. The reliability of the new instrument has a high level of consistency in each dimension (Cronbach's α = .92, .89, .87, and .83).

Achievement Goal Questionnaire by Elliot and McGregor (2001) was adopted by Ghavam et. al., (2011), they research Iranian EFL students that consist of 103 male and female students majoring in English Literature or English Translation.

b. SORS (Survey of Reading Strategies)

In 2002, Mokhtari and Sheorey developed a SORS instrument, the instrument was inspired by MARSI instrument that was developed by Mokhtari and Reichard (2002) that was used to measure native speaker students. It consists of three dimensions that are GLOB (Global Reading Strategies), PROB (Problem Solving Strategies), and SUP (Support Strategies). and has 30 items. The instrument is valid and reliable to use for EFL learners, with high overall reliability that is 0.93 with GLOB ($\alpha = .92$); PROB ($\alpha = .79$); and SUP ($\alpha = .87$).

Then almost a decade later, the Survey of Reading Strategies instrument by Mokhtari and Sheorey (2002) was adapted by Par (2020). Par conducted research at a public university in Indonesia that consists of 56 students majoring in English Department who have passed the reading course.

2.2.2. Studies examining the relationship between achievement goal orientation and reading strategies

Several researchers have conducted relevant studies to investigate the relationship between achievement goal orientation and reading strategies. An example in EFL context is from Ghavam et. al. (2011) who conducted a research study in Iranian EFL learners. The participants consisted of 103 male and female students from English Literature or English Translation. The researchers find that there are significant positive relationships between metacognitive reading strategy use with mastery-approach goals, but have significant negative relationships with mastery-avoidance, performance-approach, and performance-avoidance goals. In summary, students likely use metacognitive strategies to improve their competence in learning.

Tercanlioglu and Demiröz (2015) also conducted a study regarding goal orientation and reading strategies of Turkish students qualitatively. 8 participants consisted of preparatory students (Female= 4) and first year students (Female= 2, Male= 2). The findings of their study showed that students who adopt a mastery goal orientation believe that reading is an activity that will improve their fluency in a specific language, so students who adopt mastery goal orientation will do reading to improve their English. Students who adopt mastery, performance approach, and a combination of high mastery and performance approach indicated that they were committed to reading English texts to improve themselves. Also, all of the participants, except students who adopt mastery goals, are reading English for enjoyment.

2.3. Conceptual Framework

The purpose of this study is to determine the relationship between EFL students' achievement goal orientation and their reading strategies in the English Education Department. This study has two variables, i.e. dependent and independent variables, the dependent variable is reading strategies and the independent variable is achievement goal orientation. The questionnaires that were used are called Achievement Goal Questionnaire (AGQ) by Elliot and McGregor (2001) and Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002). The conceptual framework of this study can be represented by the figures below.
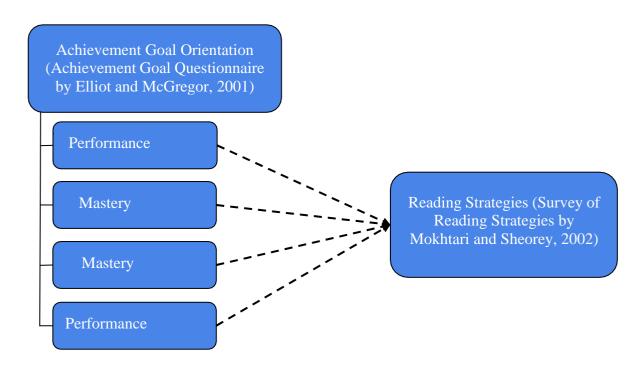
Figure 2.1. Conceptual Framework of the relationship between achievement goal orientation and reading strategy

2.4. Hypotheses

Based on the review of literature, the hypotheses can be formulated as follow:

a. H0 = there is no significant and positive relationship between achievement goal orientation and reading strategy.

b. Ha = there is a significant and positive relationship between achievement goal orientation and reading strategy

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The design of this study is a quantitative correlational study that is conducted to determine the relationship between undergraduate EFL students' achievement goal orientation and their reading strategies. A correlation study is a study used to determine patterns between two or more variables that have the same variance or are both correlated (Cresswell, 2019). To collect the data survey of quantitative correlational study, the researcher uses an online platform that is Google Form and distributes it to the participants.

3.2. Population and Sample

3.2.1. Population

The respondents of this study were English Language Education Department students of a private university in Yogyakarta. The researcher chose English Language Education Department students in the seventh-semester who had taken Thesis Proposal Writing (TPW) course and fifth-semester students who had taken Academic Reading and Writing (ARW) course. The respondents were chosen because those who have taken TPW and ARW courses are supposed to read more academic texts, especially for seventh-semester students who are writing their thesis. Therefore, each student probably has their own reading strategy to facilitate their goals in learning activities. The total population can be seen in the table below.

Table 3.1. Total Population

Grade	Students
2020	102
2021	66
Total	162

3.2.2. Sample

Convenience sampling technique was chosen to determine the number of samples of the research. Convenience sampling is a non-probability sampling method that depends on the respondent's willingness to participate in the study (Stratton, 2021). The researcher announces and distributes the questionnaire generally and participants can choose to participate in the study or not.

Based on Table 3.1, the researcher calculated the number of samples by using a Sample Size Calculator. The result of the sample calculator mentioned that 162 of the population have 115 respondents.

Figure 3.1 Result of Sample Size Calculator

https://www.calculator.net/sample-size-calculator.html

3.3. Data Collection Technique

The researcher uses a questionnaire as the data instrument. The questionnaires administered and distributed to the participant using an online platform namely Google Form. The researcher adopted two types of questionnaires to identify the relationship between students' achievement goal orientation and reading strategies. The first questionnaire developed by Elliot and McGregor (2001) to measure students' orientation toward achievement goals is called Achievement Goal Questionnaire (AGQ). Then, the second questionnaire developed by Mokhtari and Shoerey (2002) to measure students' reading strategies is Survey of Reading Strategies (SORS). Achievement Goal Questionnaire (AGQ) by Elliot and McGregor (2001) consists of 12 items and four dimensions (3 items of each dimension). Likert scale of the questionnaire is 1-7 from "not at all true of me" to "very true of me".

Table 3.2. Blueprint of AGQ

NO	Dimensions	Number of Item	Item Number
1	Performance approach	3	1,2,3
2	Mastery avoidance	3	4,5,6
3	Mastery approach	3	7,8,9
4	Performance avoidance	3	10,11,12

Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) consists of 30 items and three dimensions. Likert scale of the questionnaire is 1-5 from "never" to "always".

Table 3.3. Blueprint of SORS

NO	Dimensions	Number of Item	Item Number
1	GLOB	13	1,3,4,6,8,12,15,17,20,21,23,24,27

| 2 | PROB | 8 | 7,9,11,14,16,19,25,28 |
| 3 | SUP | 9 | 2,5,10,13,18,22,26,29,30 |

3.4. Validity and Reliability

A good instrument is a valid and reliable instrument, as well as the instruments that the researcher uses have been tested for validity and reliability. Therefore, for this present study, the researcher has ensured the validity and reliability of the two instruments that the researcher uses. Achievement Goal Questionnaire (AGQ) was validated by Elliot and McGregor (2001) and has a high level of consistency reliability (Cronbach's α = .92, .89, .87 and .83). Based on the previous studies, the instruments of Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) is proven valid and reliable to use for EFL students with overall reliability of the instruments is 0.93 with GLOB (α = .92); PROB (α = .79); and SUP (α = .87).

The researcher also conducted a test to prove the reliability of the instruments using SPSS (Cronbach's alpha). The result revealed that Achievement Goal Questionnaire (AGQ) is reliable to use with performance-approach (α = .86); mastery-avoidance (α = .74); mastery-approach (α = .76); and performance-avoidance (α = .77), and the reliability for Survey of Reading Strategies (SORS) is GLOB (α = .85); PROB (α = .79); and SUP (α = .80).

3.5. Data Analysis Technique

The data that gathered by Google Form analyzed by using descriptive statistics to determine the frequencies, mean score, and standard deviation and was measured by Pearson Product-Moment Correlation of SPSS to calculate the relationship between the variables.

4.1. FINDINGS

4.1.1. Descriptive Statistics Results

The data of this study were collected from a questionnaire that was distributed to undergraduate EFL students of the English Education Department of a private university in Yogyakarta, Indonesia. The total respondents of this study is 115 students (N). In Table 4.1, the researcher presents the descriptive statistics of the dimensions of Achievement Goal Questionnaire (AGQ) and the descriptive statistics of the dimensions of Survey of Reading Strategies (SORS) can be seen in Table 4.2.

Table 4.1. Descriptive Statistics Results (AGQ)

Achievement Goal Aspects	N	Min	Max	Mean	SD
Mastery-approach	115	3	21	16.23	3.62
Performance-avoidance	115	4	21	15.10	3.21
Mastery-avoidance	115	6	21	14.88	2.83
Performance-approach	115	3	21	14.60	3.59

Based on Table 4.1, it can be seen that mastery-approach, the dimension from Achievement Goal Questionnaire (AGQ), has the highest mean score with 16.23 and for the lowest score is on performance approach with 14.60. This result implies that the majority of the respondents are focused on improving their skills (mastery-approach) while learning rather than achieving a better score compared to other students (performance-approach).

Table 4.2. Descriptive Statistics Results (SORS)

Reading Strategies	N	Min	Max	Mean	SD
GLOB	115	19	62	47.59	7.26
SUP	115	11	44	32.48	6.18
PROB	115	10	40	31.48	4.54

Based on Table 4.2, the highest mean score for Survey of Reading Strategies is on GLOB (Global Reading Strategies) with 47.59 while the lowest score is on PROB (Problem Solving Strategies) with 31.48. Meanwhile SUP (Support Reading Strategies) is in between GLOB and PROB with 32.48. Therefore, it could indicate that the majority of the respondents prefer to have a purpose or plan to manage their reading rather than focus on problems that they face while reading and solving it. Furthermore, this research will provide the correlations between achievement goal orientation and reading strategies.

4.1.2. Correlations among Variables

Before testing the hypothesis, normality tests are not conducted in this study. In relation to the normality test, some experts stated that the normality test is an assumption test. Field (2018) explains that assumptions of normality tests become less important in a study that has a larger sample size, while in smaller sample normality tests needs to be considered. Therefore, this subsection provides an explanation to address the hypotheses of this study, i.e.,

    a. H0 = there is no significant and positive relationship between achievement goal orientation and reading strategy.

    b. Ha = there is a significant and positive relationship between achievement goal orientation and reading strategy.

In order to test the aforementioned hypotheses, the researcher used Pearson Product-Moment Correlation test of SPSS to examine the relationship between achievement goal orientation and reading strategies. According to Table 4.3, it was revealed that the first dimension of Achievement Goal Questionnaire (AGQ), that is performance-approach, has a significant and positive relationship with reading strategy (r=.292) (*p* value=.002). The second dimension of AGQ, mastery-avoidance, has a significant and positive relationship with reading strategy (r=.465) (*p* value=.000). Then, mastery-approach as the third dimension of AGQ, has a significant and positive relationship with reading strategy (r=.592) (*p* value=.000). Lastly, performance-avoidance also has a significant and positive relationship with reading strategy (r=.431) (*p* value=.000). All of the dimensions are significantly correlated with reading strategy because the *p* value of the dimensions is less than .05 and it can also be seen from the flag below the table 4.3 that stating correlation is significant at the .01 level and have positive correlation coefficient score (r). Referring to the hypothesis, it clearly shows that Ha is acceptedand H0 is rejected. Thus, it can be concluded that there was a significant relationship between achievement goal orientation and reading strategy among undergraduate EFL students.

Table 4.3. Correlations between dimensions of AGQ and SORS

	Performance-approach	Mastery-avoidance	Mastery-approach	Performance-avoidance
SORS				
Pearson Correlation	.292**	.465**	.592**	.431**
Sig. (2-tailed)	.002	.000	.000	.000
N	115	115	115	115

**Correlation is significant at the 0.01level (2-tailed)

4.2. DISCUSSIONS

4.2.1. Descriptive Statistics Results

From all four dimensions of Achievement Goal Questionnaire (AGQ), the results show that undergraduate EFL students majoring in the English Education Department are likely to use a mastery-approach while learning (M=16.23; SD=2.83). This finding is in line with Brockbank et al. (2020) who found that mastery-approach has the highest mean score among four dimensions of Achievement Goal Questionnaire (AGQ) (M = 3.70; SD = .847). Tercanlioglu and Demiröz (2015) also find that mastery-approach oriented students use more reading strategies and seem to be more persistent when they encounter English comprehension problems than others.

The descriptive statistics results of Survey of Reading Strategies (SORS) show that Undergraduate EFL students that majoring in the English Education Department prefer to have a Global Reading Strategy (GLOB) while reading English text (M=47.59; SD=7.26). In line with Gaith (2020) who found that GLOB has the highest mean score among three dimensions of Survey of Reading Strategies (SORS) (M=46.43; SD=5.06). Students who adopt Global Reading Strategy (GLOB) seem like they use strategies to help them grasp and achieve their reading goals (Simpson, 2018).

4.2.2. Correlations among Variables

Regarding the research questions of this study, the significant and positive relationship between students' achievement goal orientation and reading strategies was found. The results show that all the dimensions of Achievement Goal Questionnaire have significant and positive relationships with reading strategies.

The first dimension, i.e., mastery-approach in this study has a significant and positive relationship with reading strategies (r=.592). This finding is in line with Ghavam et al., (2011) who found the same significant result (r=.85). The relationship between mastery-approach and reading strategies also found by Tercanlioglu and Demiröz (2015). Students who adopt a mastery-approach goal believe that reading is an activity to improve their linguistic ability and a pleasing activity to gaining knowledge.

The other dimensions of Achievement Goal Questionnaire (AGQ). i.e., performance-approach, performance-avoidance, and mastery-avoidance, in this study also have significant and positive relationships with reading strategies, meanwhile Ghavam et al., (2011) found that these dimensions have significant and negative relationships with reading strategies. These results indicate that the respondents from Ghavam et al. (2011) who adopt performance-approach, performance-avoidance, and mastery-avoidance goals seem like they do not use reading strategies as much while learning. Meanwhile, this present study shows that students who adopt performance-approach, performance-avoidance, and mastery-avoidance goals may use more reading strategies while learning to achieve such a goal.

The possible reasons for this difference in finding is Ghavam et al. (2011) does their research among Iranian students majoring in English Literature or English Translation. So, there is a possibility of differences in types of reading texts between students who are majoring in English Literature or English Translation with students who are majoring in English Language Education. The differences in types of reading texts can affect students' achievement goal orientation and reading strategies.

Another possible reason for this difference is Ghavam et al. (2011) has been conducting research for more than a decade, more or less about 13 years, so there is probably a generation differences that makes students' mindset in learning related to achievement goal orientation

and reading strategies will be different from 13 years ago to the present. Probably, in 2011, students who have high achievement goal orientation will tend to apply less of reading strategies to maximize their learning goals, compared to the current students who will apply or explore more reading strategies to maximize their learning goals achieved.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The objective of this study is to investigate the relationship between undergraduate EFL students' achievement goal orientation and reading strategy. 115 of undergraduate EFL students were the respondents of this study. Based on the findings and analysis in the previous chapter, the researcher draws some conclusions as follows.

According to the findings, it is revealed that achievement goal orientation is correlated with students' reading strategy, that English Education Department students mostly apply more reading strategies when they have more goals while learning. According to the data, most of the students used a mastery-approach (students learning to gain more knowledge) while learning, especially in the context of reading.

5.2. Suggestions

To improve the next study, the researcher would like to provide some suggestions for students and future researchers.

1. English Teacher or Lecturer

   An English teacher or lecturer should have a deep understanding about achievement goal orientation and reading strategies, then try to increase students' awareness about it to help students improve their learning abilities. An English teacher or lecturer can try to investigate students' achievement goals, then help them improve their learning competence and make sure there are no students who are left behind.

2. English Department Students

   To achieve a goal while learning, students can enhance their reading strategy use and get to know the dominant achievement goal they have. Therefore, students can improve their ability while learning English and reach their goal as well.

3. Future Researchers

   In relation to giving contribution to further study, the researcher recommends future researchers to develop a study to investigate other factors that can affect students' goals or reading strategies while learning English. Therefore, future researchers also can find the relationship between achievement goal orientation in areas of writing, speaking, and listening.

5.3. Limitation of the Study

This study has a number of limitations, one of them is the small number of samples. In this study, the participants are only students who are majoring in the English Language Education Department from batch 2020 and 2021. The small number of samples may limit the generalizability of the findings in this study to a larger population of EFL students. A larger number of samples may provide more robust and valid data. Furthermore, future researchers may conduct the same research with the larger and diverse number of participants.

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APPENDIX

Assalamualaikum Warahmatullahi Wabarakatuh

My name is Annisa Alya Utami, a student of English Education program at Universitas Islam Indonesia. I am currently conducting research in order to collect data for my thesis entitled "The Relationship between Undergraduate EFL Students' Achievement Goal Orientation and Their Reading Strategies". Therefore, I would like to ask for your willingness to be a participant and complete this research questionnaire.

You can fill in this questionnaire if you meet the criteria below:

1. Male/Female

2. English Education Department students who had taken Thesis Proposal Writing (TPW) course and who had taken Academic Reading and Writing (ARW) course.

If you meet these criterias, please fill out the questionnaire according to your actual condition. All data in this study will be kept confidential and will only be used for research purposes. If there any problems or questions regarding this research, you can contact me via:

Email   : 20322115@students.uii.ac.id

WhatsApp   085760008755

Thank you for your willingness in filling out this questionnaire. May Allah SWT bless you.

Wassalamualaikum Warahmatullahi Wabarakatuh

Sincerely,

Annisa Alya Utami

Supervisor,

Banatul Murtafi'ah, S.Pd., M.Pd.

Section   1

Name or initial:

Batch   : 2020/2021

Section 2

Achievement Goal Questionnaire (AGQ)

Choose one statement that fits your actual situation.

1	2	3	4	5	6	7
Not at all true of me	Untrue of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me

Dimension	Items	Scales						
		1	2	3	4	5	6	7
Performance approach	1. It is important for me to do better than other students.							
Performance approach	2. It is important for me to do well compared to others in							

	reading class.								
Performance approach	3. My goal in reading class is to get a better grade than most of the other students.								
Mastery avoidance	4. I worry that I may not learn all that I possibly could in reading class.								
Mastery avoidance	5. Sometimes I'm afraid that I may not understand the content in reading class as thoroughly as I'd like.								
Mastery avoidance	6. I am often concerned that I may not learn all the material in reading class.								
Mastery approach	7. I want to learn as much as possible from reading class.								
Mastery approach	8. It is important for me to understand the content in the reading course as thoroughly as possible.								
Mastery approach	9. I desire to completely master material presented in reading class.								
Performance avoidance	10. I just want to avoid doing poorly in reading class.								
Performance avoidance	11. My goal in reading class is to avoid performing poorly.								
Performance avoidance	12. My fear of performing poorly in reading class is often what motivates me.								

Section 2

Survey of Reading Strategies (SORS)

Choose one statement that fits your actual situation.

1	2	3	4	5
Never	Rarely	Sometimes	Usually	Always

1: I **never or almost never** do this

2: I do this **only occasionally**

3: I **sometimes** do this

4: I **usually** do this

5: I **always or almost always** do this

Dimension	Items	Scales				
		1	2	3	4	5
GLOB	1. I have a purpose in mind when I read.					
SUP	2. I take notes while reading to help me understand what I read.					
GLOB	3. I think about what I know to help me understand what I read.					
GLOB	4. I take an overall view of the text to see what it is about before reading.					
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.					
GLOB	6. I think about whether the content of the text fits my reading purposes.					
PROB	7. I read slowly and carefully to make sure I understand what I am reading.					
GLOB	8. I review the text first by noting its characteristics like length and organization.					

PROB	9. I try to get back on track when I lose concentration.					
SUP	10. I underline or circle information in the text to help me remember it.					
PROB	11. I adjust my reading speed according to what I am reading.					
GLOB	12. When reading, I decide what to read closely and what to ignore.					
SUP	13. I use reference materials (e.g. a dictionary) to help me understand what I read.					
PROB	14. When text becomes difficult, I pay closer attention to what I am reading.					
GLOB	15. I use tables, figures, and pictures in text to increase my understanding.					
PROB	16. I stop from time to time and think about what I am reading.					
GLOB	17. I use context clues (e.g. based on logic or previous explanation) to help me better understand what I am reading.					
SUP	18. I paraphrase (restate ideas in my own words) to better understand what I read.					
PROB	19. I try to picture or visualize information to help remember what I read.					
GLOB	20. I use typographical features (e.g. boldface and italics) to identify key information.					
GLOB	21. I critically analyze and evaluate the information presented in the text.					
SUP	22. I go back and forth in the text to find relationships among ideas in it.					
GLOB	23. I check my understanding when I come across new information.					
GLOB	24. I try to guess what the content of the					

	text is about when I read.					31
PROB	25. When text becomes difficult, I re-read it to increase my understanding.					
SUP	26. I ask myself questions I like to have answered in the text.					
GLOB	27. I check to see if my guesses about the text are right or wrong.					
PROB	28. When I read, I guess the meaning of unknown words or phrases.					
SUP	29. When reading, I translate from English into my native language.					
SUP	30. When reading, I think about information in both English and my mother tongue.					