

**READING MOTIVATION OF INDONESIAN HIGH SCHOOL STUDENTS
IN ENGLISH READING CLASS: A SURVEY STUDY**

A Thesis

**Presented to Department of English Education as Partial Fulfillment of
Requirements to Obtain *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 or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta 21 June, 2024



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MOTTO

“We don’t grow when things are easy, we grow when we face challenges”

(Joyce Meyer)

“Today is your opportunity to build the tomorrow you want.”

(Ken Poirot)

DEDICATION

In the name of Allah SWT, and His permission, all praise and gratitude for giving me the strength and patience to finish this thesis. I want to dedicate my thesis to my beloved parents; with every love, prayers, and support, I was able to complete this thesis. I also want to thank my brother and sister for their love and support. Also, for my friends. Thank you so much for always looking after me and supporting me every time. Thank you for always being supportive and always be there when I pass the hard times.

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Reading Motivation of Indonesian Highschool Students in English Reading Class: A Survey Study

Abstract

This research aims to explain reading motivation used by high school students. This study was conducted in one of the private schools at Medan. This design is a survey study, which is quantitative research. The primary data were obtained from classroom observation. The participants were 132 respondents from high school student batch 2023. This research adopted Wigfield and Guthrie (1997) as adapted by Schutte Malouff (2007). The instrument contained 21 items, including 2 domains: extrinsic motivation (recognition, performance, social, compliance, avoidance) and intrinsic motivation (curiosity, challenge, efficacy, involvement, importance), which are suitable to describe the motivation reading. The findings show intrinsic motivation with mean ($M=3.39$ & $SD= 0.04$) and extrinsic motivation mean ($M= 3.22$ & $SD= 0.05$). Therefore, schools need to provide or facilitate the reading program for students to increase their reading motivation.

Keywords: EFL Reading, Reading Motivation, Intrinsic and Extrinsic Motivation in Highschool. Survey study

CHAPTER I

INTRODUCTION

This chapter is part of the research which contains the background of the study, identification of the problem, limitation of the problem, formulation of the problem and research purposes.

1.1 The Background of the Study

Reading is one of the things that plays an essential role in the world of education. Reading is a lifelong lesson for everyone. For students, reading can help them in the learning process. Reading is thought to be the best way for students to learn new things. However, reading also needs to be grown with motivation. Motivation in reading can help students to get better reading comprehension so that they are interested in reading. (Grabe & Stoller, 2002) also said that getting students excited about reading is very important and helps them understand what they are reading better. Learners need to be able to read and comprehend texts quickly and easily.

Students need to have motivation in reading. Especially for EFL learners where English is not their first language. Therefore, EFL learners need to increase their motivation to read. Reading can improve their comprehension and understanding of the lesson. With good motivation, students will carry out the given strategy well. According to Guthrie and Wigfield (2000), motivation to read is the huge amount of motivate that students should think about how

they feel about reading. For example, learners who read for pleasure and engaging approaches to support their understanding are highly motivated readers. Foreign language students who are motivated to read can comprehend written texts more efficiently. It is necessary for all EFL students to increase their desire to read. Similar findings were made by (Rosenfield, Leung, & Oilman, 2001) in Wang (2008), who discovered that reading desire can enhance foreign language comprehension.

More emphasis was put on getting children to read (Namaziandost, Razmi, Tilwani, & Gilakjani, 2022). This means that students who want to read more might be able to learn more across a wider range of subjects. You could say that they would want to read more and be better at learning. According to Ismail *et al.* (2012), reading motivation is one of the most essential characteristics that motivates students to read more and significantly impacts reading comprehension. This is also supported by Sciefele *et al.* (2016) opinion that reading motivation is the individual's personal objectives, values, and beliefs regarding the topics, processes, and outcomes of reading.

There are two types of motivation in reading: intrinsic and extrinsic. According to Schiefele *et al.* (2012), authentic motivational constructs include intrinsic and extrinsic reading motivation. Intrinsic motivation is motivation that comes from one's desires. This desire starts from feelings of achievement, satisfaction, and so on. In comparison, extrinsic motivation is motivation that comes from encouragement from other people or other things. Extrinsic motivation, according to Arnold (2000), is the desire to receive a reward and

avoid punishment. This type of motivation places an emphasis on the external need to encourage students to engage in educational activities, such as assignments, grades, or doing an action that pleases instructors.

Since English is not EFL's first language, researchers see that many students have low motivation to read. It was supported by Salikin et al. (2017), who found that many students, particularly freshmen university in Jember, struggle with low achievement in English reading. They perceive reading English texts as challenging and uninteresting, which diminishes their motivation to learn English, particularly in reading. This is in line to what stated by Ulfa (2012) the learners weren't as interested in reading. Their main thought is that the subject is uninteresting. If the students dislike reading, it might be challenging for them to comprehend the whole material and figure out what it's trying to say. Some students didn't want to read as much and thought the book wasn't interesting.

Several factors cause students' low motivation when reading English books, such as a lack of understanding of english and limited vocabulary. As supported by Rahim (2006) provides that problems in reading comprehension are caused by a variety of factors, such as understanding long sentences, inadequate instruction provided by teachers, difficulty in understanding vocabulary, and the environment

Although a number of studies on reading motivation have been conducted, but only a few studies have looked at how this type of motivation can encourage students to read as one example of research conducted by

(Seymour & Wash, 2006) found that motivation has an impact on students' reading comprehension activities. Many people are unaware of its critical importance in reading comprehension despite the fact that it plays a significant role in language learning. EFL learners read more quickly when they are motivated to read. The research above only explains that motivation has an important impact. However, it does not explain what types of motivation can influence the reading activity. Therefore, in this study, the researcher wanted to see what types of motivation students had to read and whether these factors could influence students' motivation to read, especially for EFL students at a private International School in Medan.

1.2 Identification of the Problem

Reading motivation is important for students, especially EFL students. Since English is not their first language, EFL students need more time to process comprehension of the texts they read, and of course, that requires motivation which are extrinsic or intrinsic motivation.

The researcher wanted to see what type of motivation reading students have. The results of this study can later help teachers or students encourage student motivation to read.

1.3 Formulation of the Problem

Based on the results of the discussion above, the purpose of this research is to figuring out the answer to the question below:

What is the type of Indonesian students' reading motivation?

1.4 Limitation of the Problem

Researchers limited the survey research to 1st-grade High School students who attended English Reading courses at a private International High School in Medan in the 2023 batch year.

1.5 Signification of the Study

This research is expected to contribute to the field of English education related to reading motivation in EFL students. It is expected to find out what factors can influence the type of reading motivation, providing knowledge for students and also supporting further research in the field of English language education to encourage student reading motivation.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the study's theories. It covers the theories of reading motivation in the EFL context, types of reading motivations, and the theoretical framework.

2.1 Reading Comprehension for High School Students

Reading is generally important for everyone, especially in the context of education. Reading means for students to obtain information or messages conveyed in writing. As supported by Rivers in Salikin *et al.* (2017), Reading is the most important activity in the classroom formal language learning. It is used not only as a source of information and entertainment, but also for building up and deepening language skill. In other words, reading can give children with a variety of benefits, such as information, enjoyment, and knowledge. In this approach, learners may not only read but also understand the written word of texts such as newspapers, magazines, books, and technological and scientific literature.

Reading plays a big role for high school students where it can help them to develop their competence in understanding the text. According to Troike (2006), this is the most crucial element for students to enhance their L2 competency. Improving the reading activity of second language learners is essential since reading is a crucial language skill in the process of acquiring a language. As supported by Palani (2012), reading is recognizing symbols and assigning meaning. It involves

recognition and comprehension. Learners use comprehension abilities to grasp words independently and context. Having learned to read and loved books, a learner might explore human experiences and knowledge through reading. Children who don't spend time with books early on struggle to develop healthy reading habits. A way to increase the student's awareness and desire to engage in reading class is through motivation. According to Komiyama (2013) motivation has a positive association with reading. Motivation is what can push students to read and achieve their language learning goals.

2.2 Reading Motivation in EFL Context

Motivation is important for someone to do something. For students, motivation is needed so that they can achieve a goal. One example of a common motivation in the student environment is the motivation to read. Motivation to read for students is important; this motivation can encourage students to have a desire to read. Namaziandost *et al.*, (2022) state students will be motivated to take part in activities of reading. With self-awareness of the importance of reading, students will easily understand reading and lecture material. In the context of EFL, motivation has an important role because English is not the main language of EFL students. Therefore, there is a need for motivation to be carried out so that EFL students get encouragement to read.

So, all EFL students need to improve their motivation to read in order to understand better what is written. This is in line with the ideas of Seymour and Wash (2006), who state that motivation affects how learners understand

what they read. In the same way, Rosenfield *et al.* (2001) discovered that reading for pleasure can help people who are learning a foreign language understand what they are reading better. For example, students who read for enjoyment are highly motivated students who also use techniques to help them understand. It's possible that these students will do better in school because reading is an important part of their daily lives and they like to take on challenges while reading (Wigfield and Guthrie 2000).

This means that students who are more interested in reading will be predicted to learn greater across a broader spectrum of subjects. When put another way, the more they want to read, the better they can learn. Ismail *et al.* (2012) say that reading drive is one of the most important things that makes students want to read more, and it has a big impact on how well they understand what they read.

2.3 Intrinsic and Extrinsic Reading Motivation

According to Schiefele *et al.* (2012) intrinsic and extrinsic reading motivation are motivational constructs. Intrinsic motivation is motivation that comes from within oneself. In other words, this motivation does not require encouragement from the outside because the motivation has emerged from oneself. For example, a student reads a book to get self-satisfaction. They do it because they like it. Intrinsically motivated readers read for pleasure and because they find the reading process itself rewarding. As explained by Rheinberg and Engeser (2018), the intrinsic motivation deriving from an

activity may be driven primarily by interest or by activity-specific incentives, depending on whether the object of an activity or its performance provides the main incentive. This opinion explains that intrinsic motivation is carried out because of encouragement, especially from interest. Factors that include intrinsic motivation according to McGeown *et al.* (2012) are curiosity, involvement, challenge. These factors can later identify the type of student motivation to read. This intrinsic motivation is later expected to arise in students' motivation in reading. Students are expected to have personal awareness of being diligent in reading any study materials and other useful readings.

The second type of motivation is extrinsic motivation. Extrinsic motivation is motivation that comes from outside encouragement. This motivation arises because someone who wants to get something because of someone else's orders, such as students who study because they are going to take an exam. Extrinsic motivation, according to Deci and Ryan (1985), is described as a personal reward received as a result of any instrumental activities. Extrinsic motivation is the term for drive that originates from external rewards like cash or grades. One's enjoyment of the task at hand or their sense of accomplishment after finishing or even beginning it serves as their motivation. The teacher's role in motivation is also important to help students motivate them to read. In other words, extrinsic motivation is given in order to generate intrinsic motivation.

2.4 Theoretical Framework

Theoretical framework of Reading Motivation of Indonesia Hiigh School Students
in English Reading Class: A Survey Study

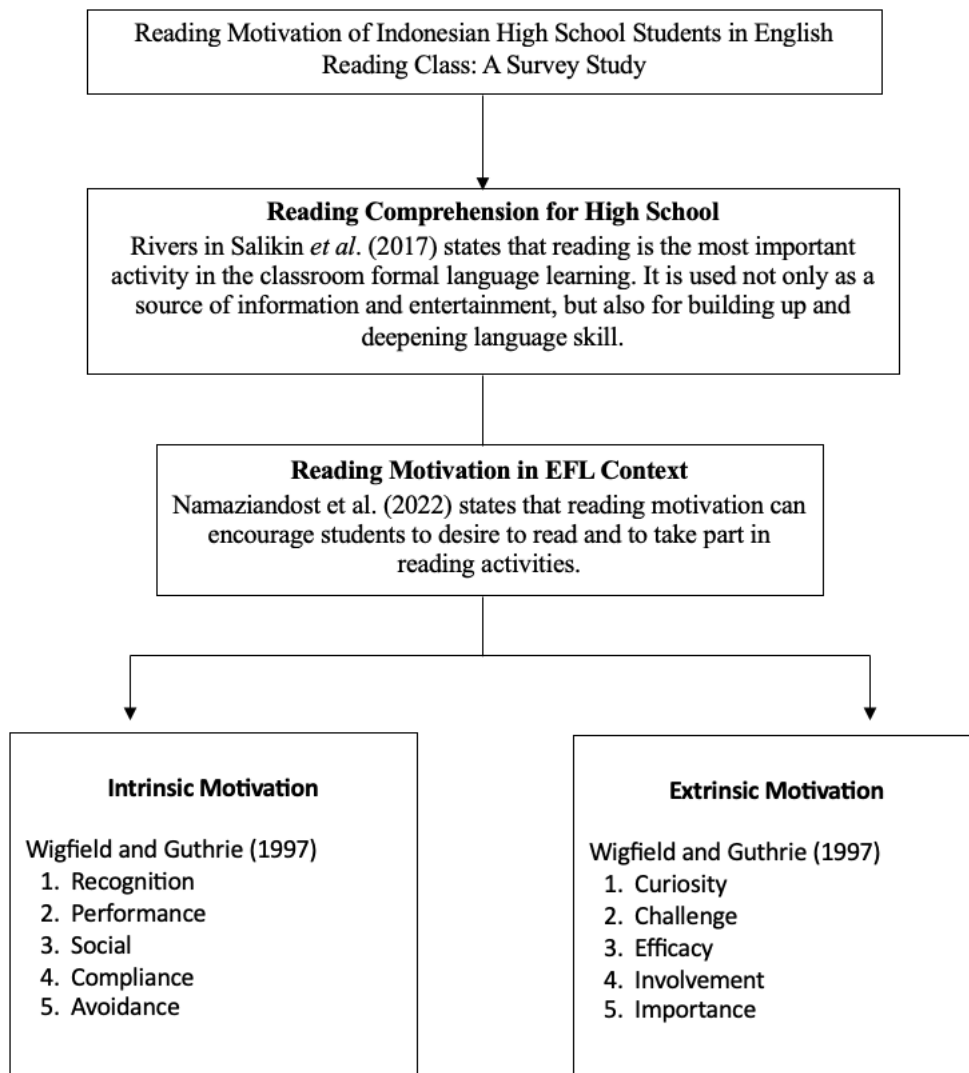


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH DESIGN

In this chapter the researcher discuss about research design, population and sample, respondent and data collecting technique.

3.1 Research Design

This study was designed to identify how the factors of reading motivation can influence students' motivation in reading. This study uses a research method which is quantitative survey research with a convenient sampling technique. This research is descriptive research whose results describe students' reading motivation. Therefore, the survey method is suitable for this study. Because the survey method describes the attitudes, opinions, behaviors and characteristics of a person, Creswell, (2012). Meanwhile, data on students' reading motivation was identified using SPSS assistance.

3.2 Population and Sample

The participants in this study were active students at a private school in Medan batch 2023. The reason the researchers chose first year students was because they had just taken reading class in the first semester. The researcher wants to see what type of reading motivation students have when reading. The population consists of 140 active students. The total sampling numbers of

questionnaires in this study were 132 participants. The technique of this sampling is a convenient sampling technique.

3.3 Data Collecting Technique

This section describes the processing of quantitative data collection which is divided into instruments, validity, reliability.

3.3.1 Instrument

The instrument used in this research is a questionnaire from Wigfield and Guthrie (1997), the Reading Motivation Questionnaire which has been adapted by Schutte and Malaouff (2007), which is used to determine the type of reading motivation. Motivation to read is divided into several dimensions: (a) curiosity, (b) challenge, (c) efficacy, (d) involvement, (e) importance, (f) recognition, (g) performance, (h) social, (i) compliance, (j) avoidance. Data will be measured with a likert-scale of five points from 1 “Strongly Disagree” to 5 “Strongly Agree”.

Table 3. 1 Description of Motivation for Reading Questionnaire

Dimensions of Reading Motivation	Definitions	Underlying Theoretical Concepts
Curiosity	In order to gain a deeper understanding of subjects that are personally interesting	Intrinsic Motivations
Challenge	Favorite reading material that may be difficult or complicated.	
Efficacy	A sense of feeling secure in one's reading skills; the belief that one's reading habits are completely within a person's control.	

Involvement	To become lost in a story, act out imaginary situations, and connect with the people in a story	
Importance	To work on subjective task values.	
Recognition	To receive appreciation from parents, peers, or classmates for having excellent reading abilities	
Performance	Working primarily to perform well in the eyes of others.	Extrinsic Motivations
Social	doing things with family and friends that involve reading	
Compliance	Reading due to outside pressure or schoolwork.	
Avoidance	Trying to avoid reading related work	

Table 3. 2 Statement of Motivation for Reading Questionnaire

No	Statement	Factors
1	If a book or article is interesting, I don't care how hard it is to read.	Challenge
2	Without reading, my life would not be the same.	Importance
3	My friends sometimes are surprised at how much I read.	Recognition
4	My friends and I like to exchange books or articles we particularly enjoy.	Social
5	It is very important to me to spend time reading.	Importance
6	In comparison to other activities, reading is important to me.	Importance
7	If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.	Compliance
8	Study performance or school grades are an indicator of the effectiveness of my reading.	Performance
9	I set a good model for others through reading.	Recognition
10	I read rapidly.	Efficacy
11	Reading helps make my life meaningful.	Importance
12	It is important to me to get compliments for the knowledge I gather from reading.	Recognition
13	I like others to question me on what I read so that I can show my knowledge	Performance
14	I don't like reading technical material	Avoidance
15	It is important to me to have others remark on how much I read.	Recognition
16	I like hard, challenging books or articles.	Challenge
17	I don't like reading material with difficult vocabulary.	Avoidance
18	I do all the expected reading for study or school courses	Compliance

19	I am confident I can understand difficult books or articles.	Efficacy
20	I am a good reader.	Efficacy
21	I read to improve my study or school performance	Performance

Table 3. 3 Table Questionnaire

No	English Version	Indonesian Version
1	If a book or article is interesting, I don't care how hard it is to read.	Jika sebuah buku atau artikel menarik, saya tidak peduli betapa sulit membacanya
2	Without reading, my life would not be the same.	Tanpa membaca, hidup saya tidak akan sama.
3	My friends sometimes are surprised at how much I read.	Teman-teman saya terkadang terkejut dengan seberapa banyak saya membaca.
4	My friends and I like to exchange books or articles we particularly enjoy.	Teman-teman saya dan saya suka bertukar buku atau artikel yang sangat kami sukai.
5	It is very important to me to spend time reading.	Sangat penting bagi saya untuk menghabiskan waktu membaca.
6	In comparison to other activities, reading is important to me.	Dibandingkan dengan kegiatan lain, membaca penting bagi saya.
7	If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.	Jika saya akan membutuhkan informasi dari bahan yang saya baca, saya menyelesaikan bacaan jauh sebelum saya harus mengetahui bahannya.
8	Study performance or school grades are an indicator of the effectiveness of my reading.	Prestasi belajar atau nilai sekolah merupakan indikator efektivitas membaca saya.
9	I set a good model for others through reading.	Saya memberikan contoh yang baik bagi orang lain melalui membaca.
10	I read rapidly.	Saya membaca dengan cepat.
11	Reading helps make my life meaningful.	Membaca membantu membuat hidup saya bermakna.
12	It is important to me to get compliments for the knowledge I gather from reading.	Penting bagi saya untuk mendapatkan pujian atas pengetahuan yang saya kumpulkan dari membaca.
13	I like others to question me on what I read so that I can show my knowledge	Saya suka orang lain menanyai saya tentang apa yang saya baca sehingga saya dapat menunjukkan pengetahuan saya
14	I don't like reading technical material	Saya tidak suka membaca materi teknis

15	It is important to me to have others remark on how much I read.	Penting bagi saya untuk membuat orang lain mengomentari seberapa banyak saya membaca.
16	I like hard, challenging books or articles.	Saya menyukai buku atau artikel yang sulit dan menantang.
17	I don't like reading material with difficult vocabulary.	Saya tidak suka bahan bacaan dengan kosa kata yang sulit.
18	I do all the expected reading for study or school courses	Saya membaca semua bacaan yang diharapkan untuk mata pelajaran atau sekolah
19	I am confident I can understand difficult books or articles.	Saya yakin dapat memahami buku atau artikel yang sulit.
20	I am a good reader.	Saya seorang pembaca yang baik.
21	I read to improve my study or school performance	Saya membaca untuk meningkatkan kinerja belajar atau sekolah saya

3.3.2 Validity

The validity test was carried out to find out whether the items on the measuring instrument used had measured operational variables or not. This study uses SPSS to measure the validity of the questionnaire in the Indonesian context. This questionnaire contains 21 question items. After collecting data, researchers processed the data using SPSS. 21 items found to be valid. This is the result of the validity analysis of the questionnaire.

ITEMS	Questions	$R_{Arithmetic}$	Symbol	R_{Table}
Q1	If a book or article is interesting, I don't care how hard it is to read.	0,426	>	0,142
Q2	Without reading, my life would not be the same.	0,390	>	0,142
Q3	My friends sometimes are surprised at how much I read.	0,430	>	0,142
Q4	My friends and I like to exchange books or articles we particularly enjoy.	0,452	>	0,142
Q5	It is very important to me to spend time reading.	0,509	>	0,142
Q6	In comparison to other activities, reading is important to me.	0,505	>	0,142

Q7	If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.	0,578	>	0,142
Q8	Study performance or school grades are an indicator of the effectiveness of my reading.	0,550	>	0,142
Q9	I set a good model for others through reading.	0,660	>	0,142
Q10	I read rapidly.	0,147	>	0,142
Q11	Reading helps make my life meaningful.	0,477	>	0,142
Q12	It is important to me to get compliments for the knowledge I gather from reading.	0,606	>	0,142
Q13	I like others to question me on what I read so that I can show my knowledge.	0,554	>	0,142
Q14	I don't like reading technical material.	0,541	>	0,142
Q15	It is important to me to have others remark on how much I read.	0,541	>	0,142
Q16	I like hard, challenging books or articles.	0,567	>	0,142
Q17	I don't like reading material with difficult vocabulary.	0,202	>	0,142
Q18	I do all the expected reading for study or school courses.	0,607	>	0,142
Q19	I am confident I can understand difficult books or articles.	0,579	>	0,142
Q20	I am a good reader.	0,635	>	0,142
Q21	I read to improve my study or school performance.	0,493	>	0,142

Table 3. 4 Table Validity

3.3.3 Reliability

Reliability of measuring instruments means that the measurement results of a measuring instrument can be trusted. According to Azwar (2012) reliability refers to the reliability of the consistency of an instrument, namely the extent to which the accuracy of the measurement of the instrument. In this study, The Cronbach alpha model was used to determine the reliability of the measuring tool. Questionnaire from the Motivation Reading Questionnaire (MRQ) by Wigfield and Guthrie (1997), which was adapted by Schutte and Malaouff (2007) said that the overall reading

motivation scale had a Cronbach's alpha of 0.829 out of 21 questionnaire items, which showed that it was reliable.

Table 3. 5 Table of Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
845	848	21

3.4 Data Analysis Technique

The quantitative data includes data analysis from this study. The questionnaire, which contained 21 items, was then measured using the SPSS 23 program. Descriptive figures were used to assess the percentages, means, and standard derivations of variables.

3.4.1 MRQ Questionnaire

The Reading Motivation Questionnaire developed by Wigfield and Guthrie (1997), which was adapted by Schutte and Malaouff (2007) has 21 question items and 133 respondents, Dimensions of Reading Motivation (Curiosity, Involvement, Challenge, Efficacy, Compliance, Grades, Recognition, Avoidance, Performances, Social) using 5 Likert scale. The Reading Motivation Questionnaire collects personal information of the respondent such as name, gender and major. The questionnaire collects personal information of respondents such as name, telephone number and

batch. Researchers use a web called Google form as a data collection medium and to shorten the time, which is usually completed around 5-10 minutes to fill out the questionnaire. Researchers collect data by distributing research questionnaires directly to students in the class, Then to collect further data, the researcher used Microsoft Excel to find the mean and average of the data via SPSS.

Table 3. 6 Table of Likert Scale and Score

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Neither Agree or Disagree	3
Agree	4
Strongly Agree	5

3.4.2 Steps of Data Analysis Technique

- a) The MRQ questionnaire by Wigfield and Guthrie (1997) was reviewed.
- b) The MRQ questionnaire was adapted and translated into Bahasa Indonesia
- c) The MRQ questionnaire was checked and the translated items were reviewed by an expert.
- d) The validity of the questionnaire was checked in Bahasa Indonesia version.
- e) The reliability of the questionnaire was checked in Bahasa Indonesia version.
- f) The questionnaire that consists of 21 items were distributed to High Schools students using Google Form as the main tool.

- g) Researchers distributed questionnaires to 10th grade students at an international private school in Medan.
- h) Researchers used SPSS 23 to measure the reliability and validity of the questionnaire. After that, the researcher used a descriptive test to find the average answer from the respondents.
- i) Researchers used Microsoft Excel to export data originating from Google Forms. Then use SPSS to measure the STDEVA and Average values
- j) Researchers used Google Forms to collect data. Then researchers collected data on November 26, 2023 by distributing questionnaires via Google Form to students in the classroom.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher will explain the findings from the questionnaire which explains student reading behavior which influences the type of reading motivation in students.

4.1 Research Findings

The diagram below explains the data obtained for reading motivation in high school students.

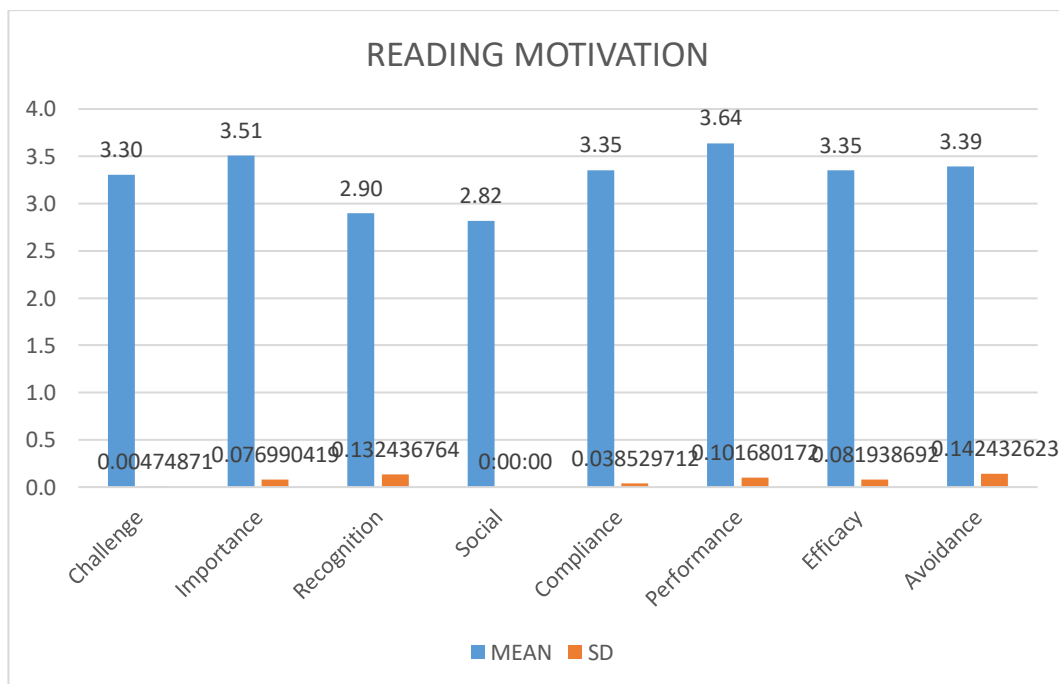


Figure 4. 1 Reading Motivation

Based on the diagram above, the highest score was found in the Performance factor with (M=3.64) and standard deviation (SD=0.1). This shows that Performance is the most influential factor in students' reading

motivation. Meanwhile, the Social domain has less affecting with mean (M= 2.82) and standard deviation (SD= 0.00). This means that the Social factor is the least influential domain.

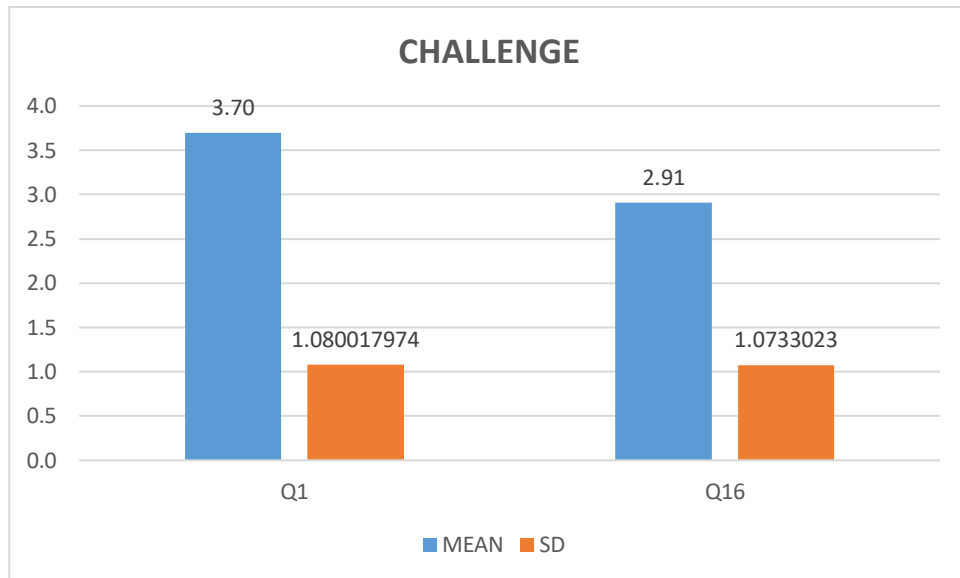


Figure 4. 2 Challenge

Based on the chart above, it is found that the highest mean is “Q1 If a book or article is interesting, I don’t care how hard it is to read.”. Mean (M= 3.7) and standard deviation (SD= 1,08). Meanwhile, the lowest number is “Q16. I like hard, challenging books or articles.” Mean (M= 2.91) and standard deviation (SD= 1.07).

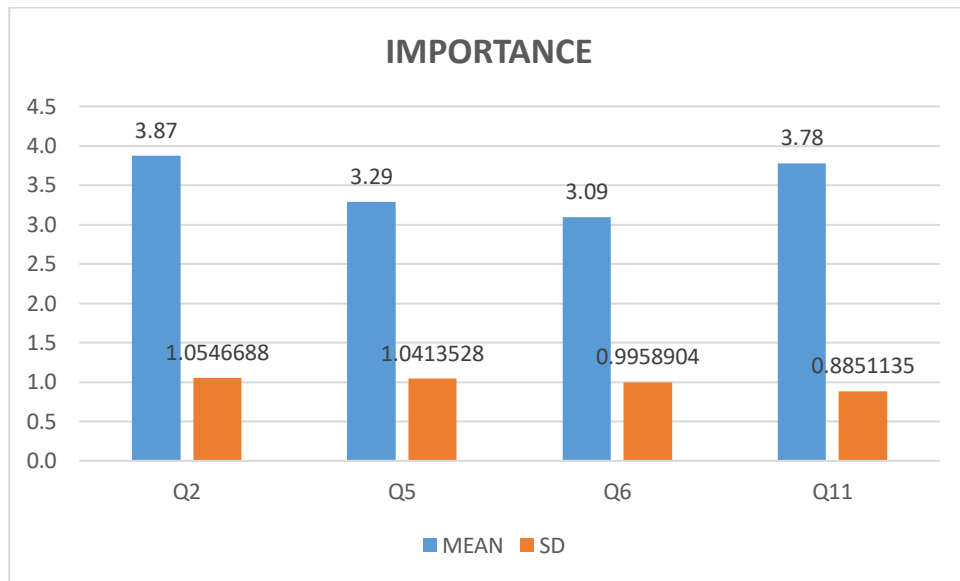


Figure 4. 3 Importance

Based on the chart above, the highest factors are found in items “Q2. Without reading, my life would not be the same.” Mean (M= 3.87) and Standard deviation (SD= 1.05). Meanwhile, the lowest factor was found in item number “Q6. In comparison to other activities, reading is important to me..” Dengan Mean (M= 3.09) and standard deviation (SD= 1).

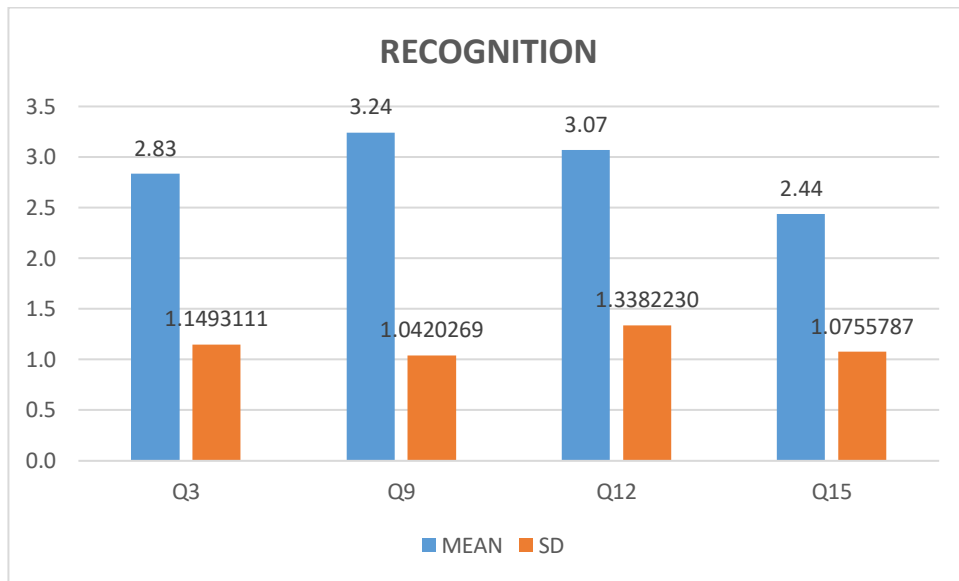


Figure 4. 4 Recognition

Based on the chart above, it is found that the highest mean is “Q9. I set a good model for others through reading.” with Mean (M= 3.24) and standard deviation (SD= 1.04) Meanwhile, the lowest number is “Q15. It is important to me to have others remark on how much I read..” Mean (M= 2.44) and standard deviation (SD= 1.07).

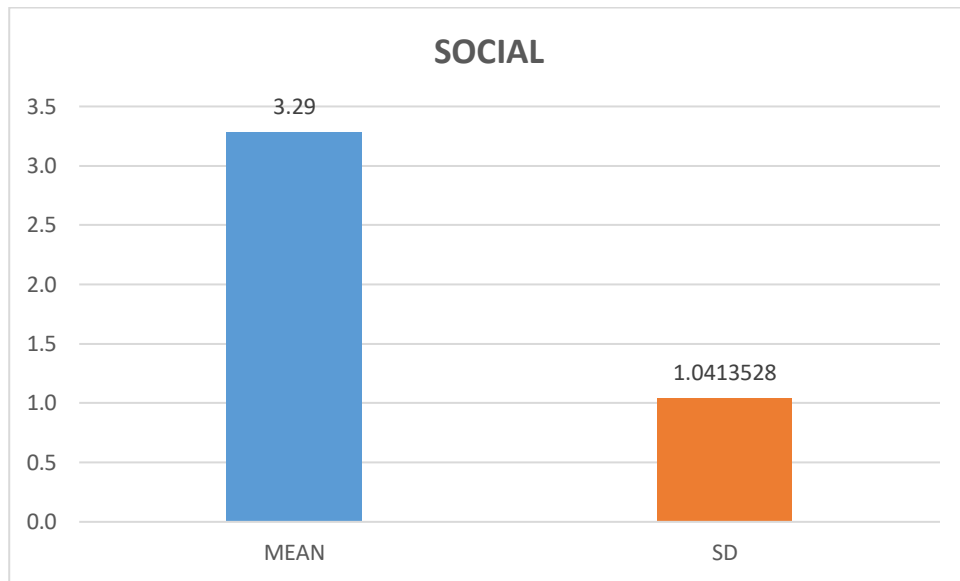


Figure 4. 5 Social

Based on the chart above, the most influencing factors are found in items “Q4. My friends and I like to exchange books or articles we particularly enjoy.” with Mean ($M=3.29$) and Standard deviation ($SD= 1.04$).

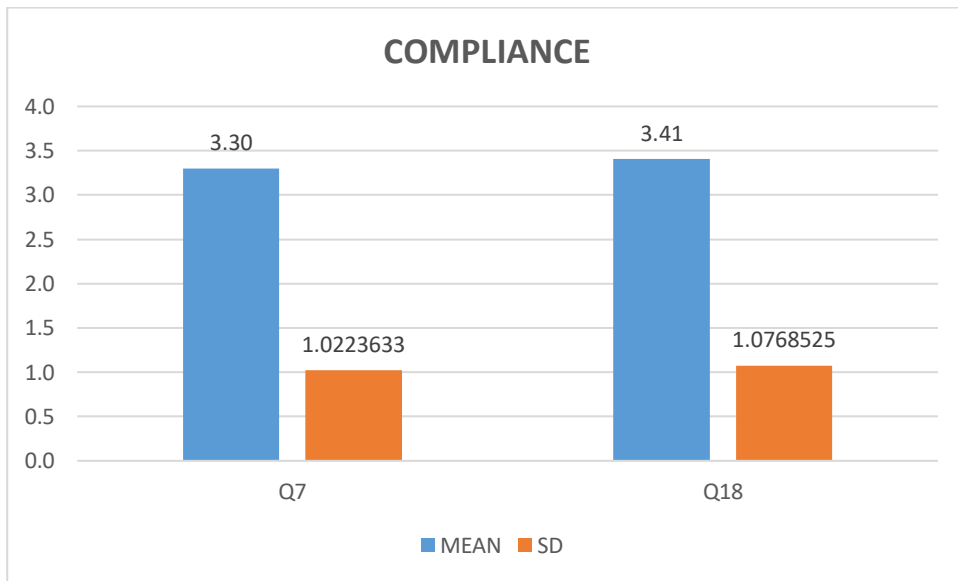


Figure 4. 6 Compliance

Based on the chart above, it is found that the highest mean is “Q18. I do all the expected reading for study or school courses.” with (M= 3.41) and standard deviation (SD= 1.08) Meanwhile, the lowest number is “Q7. If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.” Mean (M= 3.3) and standard deviation (SD= 1.02).

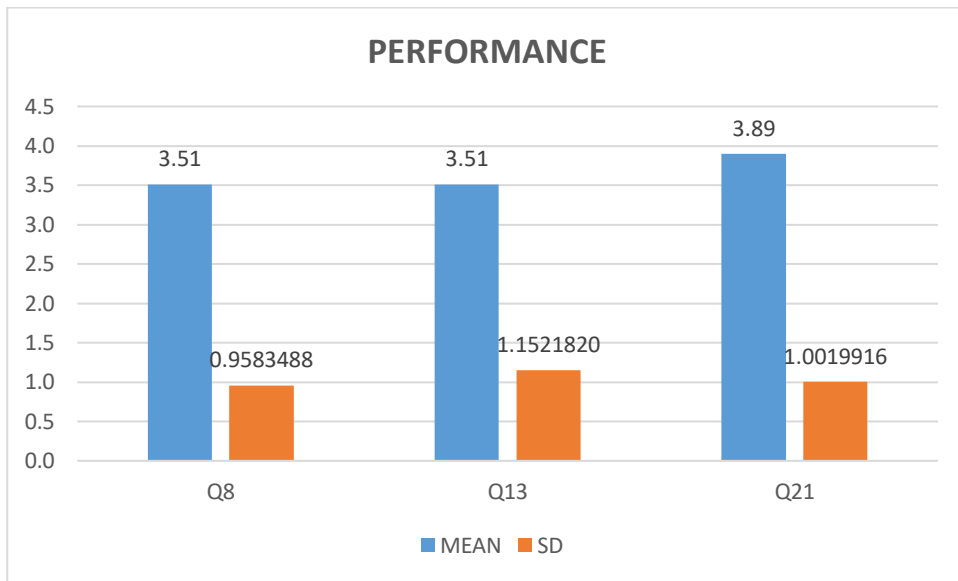


Figure 4. 7 Performance

Based on the chart above, the most influencing factors are found in items “Q21. I read to improve study or school performance.” Mean (M = 3.89) and Standard deviation (SD= 1). Meanwhile, the lowest factor was found in item number “Q8 Study performance or school grades are an indicator of the effectiveness of my reading.” Mean (M= 3.51) and standard deviation (S D= 0.96).

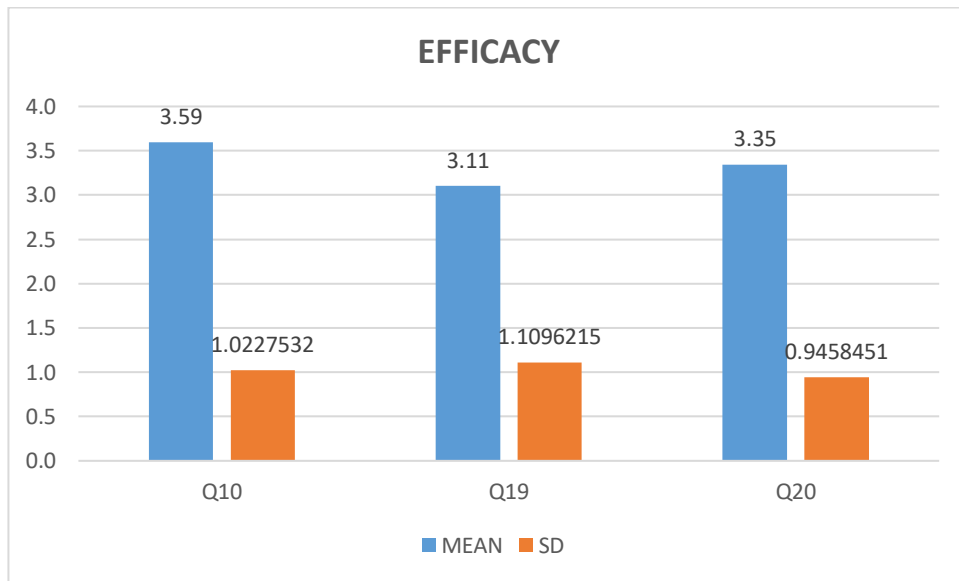


Figure 4. 8 Efficacy

Based on the chart above, it is found that the highest mean is “Q10. I read rapidly.” with Mean (M= 3.59) and standard deviation (SD= 1.02) Meanwhile, the lowest number is “Q19. I am confident I can understand difficult books or articles.” Mean (M= 3.11) and standard deviation (SD= 1.11).

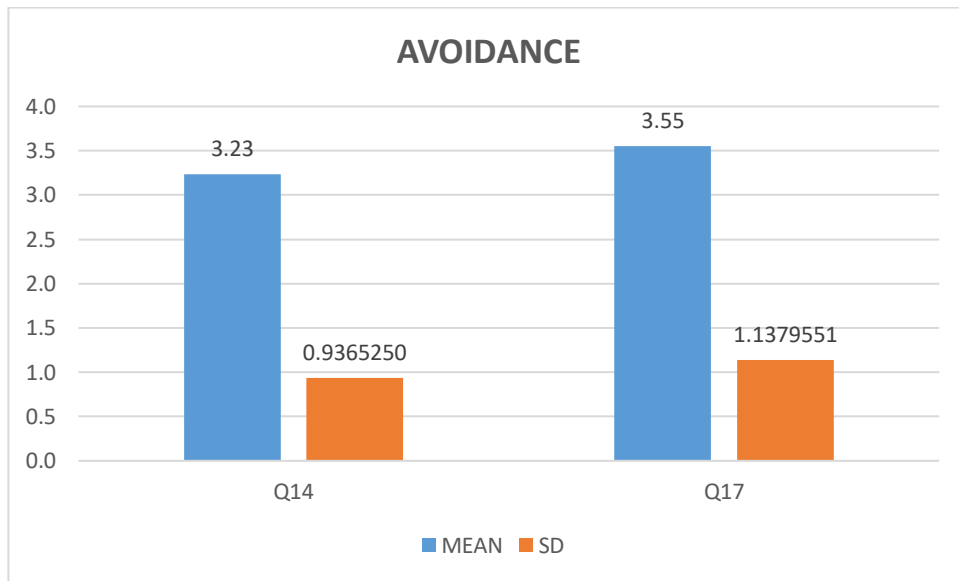


Figure 4. 9 Avoidance

Based on the chart above, the most influencing factors are found in items “Q17 I don’t like reading material with difficult vocabulary..” Mean (M = 3.55) and Standard deviation (S D= 1.14). Meanwhile, the lowest factor was found in item number “Q14 I don’t like reading technical material.” Mean (M= 3.23) and stand ard devia tion (S D= 0.94).

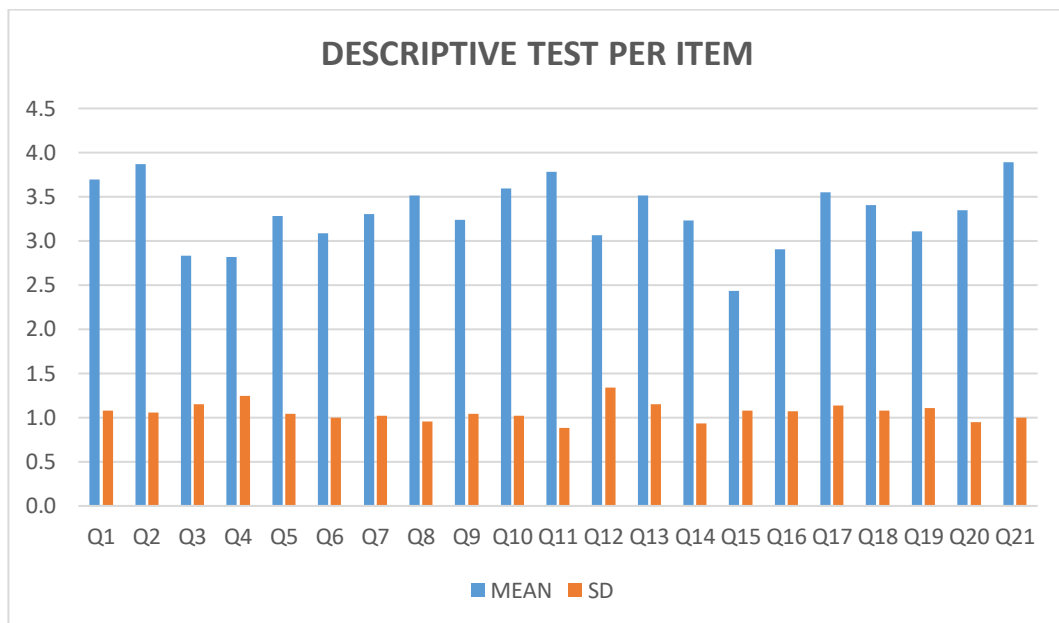


Figure 4. 10 Reading Motivation Profile per items

The results of this data can be seen through the diagram above. The questionnaire had 21 questions, and 133 respondents were high school students in an English reading class. This research also determines (SD) standard deviation by using the formula =STDEVA and mean by using the formula =AVERAGE. This formula functions to measure the average results of students' reading motivation and the stdeva is the standard deviation which measures the distribution of reading motivation values. After processing the data, researchers found the highest and lowest scores from the questionnaire items above. It can be seen that the highest mean is found in statement Q21, which states, “ I read to improve my study or school performance.” (Mean = 3.89) The statement comes from the Extrinsic factor.

Meanwhile, the lowest mean was found in item statement number Q15, which states, “It is important to me to have others remark on how much I read.” (Mean= 2.62) This also comes from the Extrinsic domain. The results of the

questionnaire distributed to high school students in reading classes had a range of average scores.

Descriptive analysis of the results is shown in the table below:

Table 4. 1 Table Descriptive Static Reading Motivation

	N	Minimum	Maximum	Mean	SD
Q1	133	1	5	3,7	1,08
Q2	133	1	5	3,87	1,05
Q3	133	1	5	2,83	1,149
Q4	133	1	5	2,82	1,248
Q5	133	1	5	3,29	1,041
Q6	133	1	5	3,09	0,996
Q7	133	1	5	3,3	1,022
Q8	133	1	5	3,51	0,958
Q9	133	1	5	3,24	1,042
Q10	133	1	5	3,59	1,023
Q11	133	1	5	3,78	0,885
Q12	133	1	5	3,07	1,338
Q13	133	1	5	3,51	1,152
Q14	133	1	5	3,23	0,937
Q15	133	1	5	2,44	1,076
Q16	133	1	5	2,91	1,073
Q17	133	1	5	3,55	1,138
Q18	133	1	5	3,41	1,077
Q19	133	1	5	3,11	1,11
Q20	133	1	5	3,35	0,946
Q21	133	1	5	3,89	1,002
Valid N	133				

Table 4. 2 Table Profile of Reading Motivation (Intrinsic)

Intrinsic Statement		N	Mean	SD
Q1	If a book or article is interesting, I don't care how hard it is to read.	133	3,7	1,08
Q2	Without reading, my life would not be the same.	133	3,87	1,055
Q5	It is very important to me to spend time reading.	133	3,29	1,041
Q6	In comparison to other activities, reading is important to me.	133	3,09	0,996
Q10	I read rapidly	133	3,59	1,023
Q11	Reading helps make my life meaningful.	133	3,78	0,885
Q16	I like hard, challenging books or articles	133	2,91	1,073
Q19	I am confident I can understand difficult books or articles	133	3,11	1,11
Q20	I am a good reader	133	3,35	0,946

The information about intrinsic motivation, N (total sample), and mean (average) standard deviation is displayed in the table above. The highest intrinsic motivation result was found in statement number “Q2. Without reading, my life would not be the same.” (Mean = 3.87 and SD = 1.055), and the lowest mean score was in statement number “Q16. I like hard, challenging books or articles” (Mean = 2.91 and SD = 1.073).

Table 4. 3 Table Profile of Reading Motivation (Extrinsic)

Extrinsic Statement	N	Mean	SD
Q3 My friends sometimes are surprised at how much I read	133	2,83	1,149
Q4 My friends and I like to exchange books or articles we particularly enjoy	133	2,82	1,248
Q7 If I am going to need information from material I read, I finish the reading well in advance of when I must know the material	133	3,3	1,022
Q8 Study performance or school grades are an indicator of the effectiveness of my reading.	133	3,51	0,958
Q9 I set a good model for others through reading	133	3,24	1,038
Q12 It is important to me to get compliments for the knowledge I gather from reading	133	3,07	1,338
Q13 I like others to question me on what I read so that I can show my knowledge	133	3,51	1,152
Q14 I don't like reading technical material	133	3,23	0,937
Q15 It is important to me to have others remark on how much I read.	133	2,43	1,076
Q17 I don't like reading material with difficult vocabulary	133	3,55	1,138
Q18 I do all the expected reading for study or school courses	133	3,41	1,077
Q21 I read to improve my study or school performance	133	3,89	1,002

Based on the table above, it can be found that the highest mean of extrinsic items was found in statement number “Q21. I read to improve my study or school performance” with (Mean = 3.89 and SD = 1.002). The lowest mean was found in statement number “Q15. It is important to me to have others remark on how much I read” with (Mean = 2.43 and SD = 1.076).

4.2 Discussions

In this research, two factors in the questionnaire influence students' reading motivation: Intrinsic and Extrinsic Motivation. According to Kaninore *et al.* (2020), intrinsic and extrinsic motivation are essential, especially in education and reading activities; intrinsic and extrinsic motivations are related. Furthermore, this study provides contradicting data in support of Lepper *et al.*'s (in Froiland & Oros, 2013) finding that academic success is positively connected with intrinsic motivation and negatively with extrinsic motivation. In a nationally representative sample in the same nation, the current study supported the beneficial effects of intrinsic motivation while suggesting that extrinsic incentive has a marginally positive impact on reading achievement.

These two factors (Intrinsic and Extrinsic Motivation) are categorized into ten dimensions and divided into five categories per each. This research found that the factor that has the most influence in motivating students to read is intrinsic motivation. In this study, intrinsic motivation had the highest mean compared to extrinsic motivation. This shows that Intrinsic motivation has a mean ($M = 3.38$ and $S D = 0.06$), meanwhile, extrinsic motivation shows a value of ($M = 3.23$ and $SD = 0.05$).

Similar research was also found by those who saw that intrinsic motivation encouraged students to read. The study by Lepper, Henderlong Corpus, and Iyengar (2005) found a positive link between children's academic success and intrinsic motivation and a negative link between educational results and extrinsic motivation. Also, Lau and Chan (in Logan *et al.*, 2010) found that there were big differences in the amount of intrinsic motivation to

read between people who are good readers and people who aren't. These differences did not exist for extrinsic motivation.

In the intrinsic motivation category carried out by researchers, it was found that the **Importance** factor was the highest in intrinsic motivation with (M= 3.51 and SD= 0.080) importance itself was work on subjective task values. In terms of importance itself, the highest mean is found in the number "Q11. Reading helps make my life meaningful." The data's Mean (m = 3.78) and Standard Deviation (S D = 0.89). It shows that reading can make students' lives more meaningful. Reading assignments valued for enjoyment and involvement are said to have intrinsic worth. The value of utility is the importance of something that can be used, and learning value is the importance of being able to read well are both factors that contribute to the perceived importance of a reading assignment Schiefele *et al.* (2012).

The next highest category is **Efficacy** with (Mean= 3.35 and SD = 0.08) Efficacy means Being confident in your reading skills comes from feeling like you have full control over your reading habits. The highest mean in the Efficacy category is in the number "Q10. I read quickly." with Mean (m = 3.59) and Standard Deviation (SD= 1.02). A person's level of expectation that they will perform well on a reading activity is known as their reading self-efficacy. Self-efficacy expectations and result expectations were distinguished by Bandura (in Schiefel *et al.*, 2012)

The last highest category in intrinsic motivation is **Challenge** with Mean (M=3.30) and Standard Deviation (SD=0.005). Challenge means a

preference for difficult or complex reading material. It is found that the highest item is “Q1 If a book or article is interesting, I don’t care how hard it is to read.”. Mean (M= 3.7) and standard deviation (SD= 1,08). The reading challenge is the urge to learn information from difficult reading texts. Nuttal (in Khan, Sani, and Shaik-Abdullah 2017), alludes to feeling content after deriving meaning from intricate reading materials. Students feel satisfied when they successfully extract ideas from the reading content.

In this present study, although this research found that intrinsic motivation is the thing that has the most influence in motivating students to read, other research has revealed that extrinsic motivation has the most influence in motivating students to read. As found by Indrayadi (2021), the majority of the extrinsic reading motivation aspects (recognition, social, grades, competitiveness, and compliance) had marginally higher percentages than the intrinsic reading motivation dimensions.

Likewise, research conducted by the author found that the **Performance** factor, one of the dimensions of extrinsic motivation, was the highest value among all categories of motivation dimensions in reading among students has mean (M =3.64) and Standard Deviation (SD= 0.1). The most influencing factors are found in items “Q21. I read to improve my study or school performance.” Mean (M= 3.89) and Standard Deviation (SD= 1). The performance itself works primarily to perform well in the eyes of others. According to research, this is the same as what is said in Indrayadi (2021), this

motivational factor pushes students to put in extra effort to outperform their peers in understanding the content and significance of texts Yang *et al.*, (2018)

Next is the **Avoidance** factor, which influences students' reading motivation with Mean (=3.39) and Standard Deviation (SD=0.14). Avoidance relates to what kids dislike about reading; Wigfield and Guthrie (in Indrayadi, 2021) dubbed this component "reading work avoidance." This feature resembles the avoidance aims research conducted by Nicholls *et al.* (1989), as reported in Wigfield (2010). The most influencing factors are found in items "Q17. I don't like reading material with difficult vocabulary." Mean (M= 3.55) and Standard Deviation (SD= 1.14).

The final factor of extrinsic motivation that influences students in reading is the **Compliance** factor. with mean (M =3.35) and standard deviation (SD=0.039). Highest items found in questions "Q18 I do all the expected reading for study or school courses." with Mean (M= 3.41) and Standard Deviation (SD= 1.08) Reading for compliance's sake means doing it because someone else wants you to or because it's schoolwork. According to Salikin *et al.* (2017) and Wigfield & Guthrie (1997), the compliance dimension builds the willingness to finish the reading material to complete the tasks. According to Wigfield & Guthrie (1995), this aspect of reading incentive emerged. Indrayadi (2021), state that external goals gave rise to this dimension of reading motivation.

However, if extrinsic motivation is higher than intrinsic, this means that what drives students' motivation to read is due to external encouragement

factors, not based on their inner instincts. For example, teachers give prizes if students get good grades, that way students will read because they want to get good grades and then get prizes and look different from other students so students will expect to get praise. As Indrayadi argues (2021), according to the study, students who are more driven to read do so because they hope to receive praise from others, achieve high marks in English class, learn knowledge from the book more quickly than their peers, or fulfil assignments by reading the required content.

As a result of this study, it can be concluded that intrinsic variables have the greatest impact on learners reading abilities. Three things are covered by it: challenges, efficacy, and importance. While extrinsic variables also include recognition, performance, sociability, compliance, and avoidance, they have relatively little effect on young people reading motivation. This is in contrast to the findings of Wigfield & Guthrie (1995), who discovered that in the majority of students, extrinsic reading drive was somewhat greater than intrinsic reading motivation. Furthermore, the children in Indrayadi (2021) fulfilled the high reading motivation levels, as reported by MRQ. Naturally, still this depends on variations in individuals as well as situations.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Research on the Reading Motivation of Indonesian High School Students in English Reading Classes at a private school in Indonesia has been carried out. This research found that intrinsic motivation for reading has more dominant results than extrinsic motivation. This is shown by mean ($M=3.39$ & $SD= 0.04$) than extrinsic motivation with mean ($M= 3.22$ & $SD= 0.05$)

Meanwhile, for the 10 categories, the highest mean was found in the Performance: extrinsic motivation category ($M= 3.64$ and $SD= 0.1$), while the lowest mean was found in the Social: intrinsic motivation category ($M= 2.82$ and $SD= 0$).

The results show that students are more likely to have motivation that comes from their own will. Therefore, teachers should be able to provide varied reading to foster students' self-motivation to read and identify strategies or techniques that encourage students to read, particularly in English classes.

5.2 Suggestion

This research focuses on reading motivation among high school students in English reading classes. Good reading motivation is essential for students to achieve the benefits of reading. Therefore, it is recommended that teachers and further research examine the relationship between students'

reading motivation and extrinsic motivation and the impact of extrinsic motivation in English reading classes.

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APPENDICES

Appendices 1. 1 Reading Motivation Questionnaire

No	QUESTION	1	2	3	4	5
1	If a book or article is interesting, I don't care how hard it is to read.					
2	Without reading, my life would not be the same.					
3	My friends sometimes are surprised at how much I read.					
4	My friends and I like to exchange books or articles we particularly enjoy.					
5	It is very important to me to spend time reading.					
6	In comparison to other activities, reading is important to me.					
7	If I am going to need information from material I read, I finish the reading well in advance of when I must know the material.					
8	Study performance or school grades are an indicator of the effectiveness of my reading.					
9	I set a good model for others through reading.					
10	I read rapidly.					
11	Reading helps make my life meaningful.					
12	It is important to me to get compliments for the knowledge I gather from reading.					
13	I like others to question me on what I read so that I can show my knowledge					
14	I don't like reading technical material					
15	It is important to me to have others remark on how much I read.					
16	I like hard, challenging books or articles					
17	I don't like reading material with difficult vocabulary.					
18	I do all the expected reading for study or school courses					
19	I am confident I can understand difficult books or articles.					
20	I am a good reader.					
21	I read to improve my study or school performance					

Appendices 1. 2 Motivation Reading Questionnaire Translated

Sekala Pernyataan :

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Sederhana Setuju
- 4 = Setuju
- 5 = Sangat Setuju

No	QUESTION	1	2	3	4	5
1	Jika sebuah buku atau artikel menarik, saya tidak peduli betapa sulit membacanya.					
2	Tanpa membaca, hidup saya tidak akan sama.					
3	Teman-teman saya terkadang terkejut dengan seberapa banyak saya membaca.					
4	Teman-teman saya dan saya suka bertukar buku atau artikel yang sangat kami sukai.					
5	Sangat penting bagi saya untuk menghabiskan waktu membaca					
6	Dibandingkan dengan kegiatan lain, membaca penting bagi saya					
7	Jika saya akan membutuhkan informasi dari bahan yang saya baca, saya menyelesaikan bacaan jauh sebelum saya harus mengetahui bahannya					
8	Prestasi belajar atau nilai sekolah merupakan indikator efektivitas membaca saya.					
9	Saya memberikan contoh yang baik bagi orang lain melalui membaca.					
10	Saya membaca dengan cepat.					
11	Membaca membantu membuat hidup saya bermakna.					
12	Penting bagi saya untuk mendapatkan pujian atas pengetahuan yang saya kumpulkan dari membaca					
13	Saya suka orang lain menanyai saya tentang apa yang saya baca sehingga saya dapat menunjukkan pengetahuan saya					
14	Saya tidak suka membaca materi teknis					
15	Penting bagi saya untuk membuat orang lain mengomentari seberapa banyak saya membaca.					
16	Saya menyukai buku atau artikel yang sulit dan menantang.					
17	Saya tidak suka bahan bacaan dengan kosa kata yang sulit.					
18	Saya membaca semua bacaan yang diharapkan untuk mata pelajaran atau sekolah					
19	Saya yakin dapat memahami buku atau artikel yang sulit					

20	Saya seorang pembaca yang baik.					
21	Saya membaca untuk meningkatkan kinerja belajar atau sekolah saya					

Appendices 1. 3 Surat Permohonan Izin Pengambilan Data



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Tanggal : 20 November 2023
Nomor : 2070/DEK/70/DAA/XI/2023
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah Yayasan Pendidikan Shafiyatul Amaliyyah
Medan

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Monica Fajarini Hanzra
Nomor Induk Mahasiswa : 18322063
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Ista Maharsi, S.S., M.Hum
Judul Skripsi :

"Reading Motivation of Indonesian High School in English Reading Class"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
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Dr. Phil. Qurrotul Uyun, S.Psi., M.Si., Psikolog

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