

**A SMALL-SCALE SURVEY ON READING MOTIVATION OF  
UNDERGRADUATE STUDENTS**

A Thesis

**Presented to Department of English Language Education as Partial  
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in  
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**RATIFICATION SHEET**  
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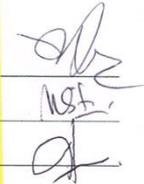
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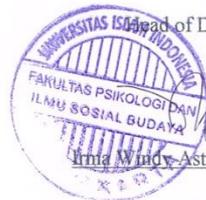
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### STATEMENT OF WORK'S ORIGINALITY

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 the quotations and references, as a scientific paper should.

Yogyakarta, 25 Januari 2018

The writer,

A handwritten signature in blue ink is written over a green and yellow revenue stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL', '6000', and 'ENAM RIBU RUPIAH'. A serial number '1332815F762806698' is also visible on the stamp.

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## **Motto**

Enjoy the good moments, stay positive in the bad and believe that everything will  
be alright. -Anonim

## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural Sciences Islamic
2. University of Indonesia Dr. rer. nat. Arief Fahmie, S.Psi.,M.A., Psikolog
3. The head of English Language Education Department Irma Windy Astuti
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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

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# A SMALL-SCALE SURVEY ON READING MOTIVATION OF UNDERGRADUATE STUDENTS

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## ABSTRACT

Reading is the most important skill required by students, especially in foreign language context. Foreign or second language students should have motivation to increase their willingness in reading. The categories of motivation also be called as intrinsic and extrinsic motivation, students have to know what factors that can help them to be more engage and have more desire in reading. The purpose of this research is to map the first year student's motivation in foreign language reading. The method of this research is quantitative research and this research adopt Komiyama (2013) questionnaire as instrument to collect the data. The research involved undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018. The data were analyzed by using frequency and means. The means score shows that the most frequent categories of motivation is Extrinsic motivation ( $\bar{X}= 3,10$ ), followed by Intrinsic motivation (2,83). The result show that the item of extrinsic academic "It is important for me to receive a good grade in my English reading course" is the highest frequency (3,49). Meanwhile, the lowest frequency is "When an assignment is interesting, I can read difficult English materials more easily" (2,46), it is part of intrinsic motivation. Another result also showed that there were differences between male and female students about categories of motivation in reading English. Female students have a highest means score than male students.

*Keyword: Reading Motivation, Classification of Motivation, Undergraduate Students*

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

### **A. Background to the Study**

Reading activity is the important thing to do by the people because with reading, can increase our knowledge. The reasons of people in reading are depends on their needs. Some people read to fill their free time, to find out something they want to know and for some students, they read because their teacher asks them to do that. Whatever the reason of someone in reading, still reading is the important thing to do because there is information that will increase our insight. According to (Teixeira, 2012), said that reading is the important role in language skill that has a significant place in learning and teaching of foreign language (as cited from Karang, 2014).

In other words, reading is needed by the learners. In learning process reading is the important thing to do because reading is the key to comprehend in learning process. Regarding with Learning English, reading is needed because reading is one of the main skill that must have by the learners to be success in learning English.

There are four English basic skills to be able to communicate, reading is one of them. Reading is one of the four main skills that needed by the learners in foreign language learning to master and success in learning process. Rraku (2013),

reading is the important rule because reading is one activity which cannot be released from our life to search the information or knowledge from printed text, so there a reason why the students should have a good skill in reading.

Reading is an activity that is done by the people even being a hobby for every people because with reading can improve the quality of themselves and increase their insight in education or the other thing, in language education, reading is important and suggested for all students. Rraku (2013) reading is one of main activity in daily life such as read a newspaper, article or even just read the label of a bottle of medicine; everyone will be involved in reading activity.

Nowadays reading can be said as an unpopular activity, most of students lost their willingness in reading, besides with reading will facilitate them in learning process. Kweldju as cited in Masduqi (2014) and Yuliandari (2016) says that learners are not willing to read their reading material however they aware of the usefulness. From that statement, it can be concluded that students have no interest in reading and have a tendency to abstain from reading class because they felt that reading class is a boring.

According to the reality that reading is a very important for the learner, reading activity must be improved. One way to make learners have more willingness into reading is through motivation. According to Gredler, Broussard and Garrison (2004) as cited in Lai (2011) define that motivation is an aspect that drive us to do or not to do something. Motivation has an important role in increasing the desire of the learner in reading, can be said that build motivation toward learner is the effective way to gain the willingness of the learner to read

(Anderson, 1985). By building motivation, it will make the students easier to achieve their goals in learning process

Based on theory from Ryan and Deci (2000) there are intrinsic and extrinsic motivation. Intrinsic motivation comes from themselves without any duress of other people because in every people have an urge to do something, Brown (2007) says that intrinsic motivation refers to the reason why they perform certain activities for their satisfaction also pleasure that appear from within and they do that from their own willingness. It means that some people do an activity because they are interested and also they like to do that activity. Different from intrinsic motivation, extrinsic motivation comes from outside, so that is why people do something are not interesting for them. According to (Brown, 2007), says that external motivation is influenced by external encouragement such as money, grade, or praise and not come from within (as cited in Daskalovska, Gudeva and Ivanovska, 2012). People do an activity are not based on their own willingness also not for their pleasure but it is for other people desire.

The research of Yuliandari, about reading motivation in Indonesian EFL learners, that involves freshmen students of English Department Faculty of Humanities Jember University of academic year 2015-2016. This research aim to know the factors of intrinsic and extrinsic motivation that can increase the desire of students in reading. The result of this research show from intrinsic motivation, the students tend to read the text that easier to understand and the learners who have more experience in English reading have more willingness to read in English than other who lack of experiences in English reading. From extrinsic motivation, the desire of the learners to read came from their desire to compete and gain

highest score in reading class. This research use MREQ (Motivation of Reading in English Questionnaire) based on Komiyama (2013) to gather the data.

Based on the explanation above, this research also use MREQ by Komiyama (2013) because MREQ is appropriate with the aim of this research also the MREQ was used by some research to describe reading motivation of the students especially in intrinsic and extrinsic category. In this case, the researcher tends to investigate reading motivation of first year students at Department of English Language Education in Islamic University of Indonesia. Based on the information from 3 students in Department of English Language Education, explain that they have lack of willingness in reading because sometimes they have difficulty in understanding the meaning of the text and they think that reading activity in learning process is bored, sometimes because of the strategy that used but there is student that have a willingness in reading because they want to gain high score in reading class. This study involved undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 because they were in transition period from high school to university. They came from various high schools and also they have different characteristics such as their habit, hobbies, and their ability that influence them in reading motivation.

This study is conducted to map or describe the motivation that can make the first year students at Department of English Language Education in Islamic University of Indonesia more interest in reading.

## **B. Identification of Problem**

Based on Che (2014) Reading is one of the important skills that needed by the people in language learning and it has important role in human life. It means motivation has a great influence in reading activity. It can be said that learners should increase their motivation in reading activity for their success in learning process; Braguglia (2005) said that reading is needed for gain academic success and intellectual development.

The informal interview with 3 students in Department of English Language Education in UII reveals that they have no willingness to read. The reasons are because they had the difficulty to understand the meaning of the text and some of them think that reading is boring. Even when the teacher asks them to read the text in class, most of them prefer to ask their friends who have read to explain the meaning of the text. So, when the learner have less motivation to read, then reading activity will be difficult for them.

An observation among college instructors is that their students have less motivation to read the assigned reading. Students come to their class without preparation and they often keep their readings until the exam come. This issue becomes universal enough and it often causes irritated the lecturer (Instructional Consulting, 2002) as cited in Bragulia (2005)

On the premise of the idea above, this study is focused on finding the reading motivation of undergraduate students at Department of English Language Education in UII batch 2017/2018; it also includes intrinsic and extrinsic motivation of the students.

### **C. Limitation of the problem**

The writer limited the research on survey of reading motivation of undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 and also this research limited only focus on the survey of student's motivation in reading.

### **D. Formulation of the problem**

The research aims to answer the question:

What categories of MREQ those motivate the undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 to read?

### **E. Objectives the study**

This research aims to map or describe what motivate the students in reading of undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018.

### **F. Significance of the study**

The results of this research are to give contribution to the lecturer, for all students in Department of English Language Education in Islamic University of Indonesia also English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia itself and other researchers.

1. for English Lecturer

The researcher hopes that the result of this research will be useful for the English lecturer especially lecturers at English Language Education Department Islamic University of Indonesia. They can get information about the important of motivation to increase the willingness of students to read more.

2. for all students in Department of English Language Education in Islamic University of Indonesia

The researcher hopes that the result of this research will help and be useful for the students in Department of English Language Education in Islamic University of Indonesia especially undergraduate students batch 2017/2018, to more aware of their English reading and increase their desire in reading to be successes in learning process.

3. for other researchers

The researchers hope that this study can inspire the other researchers to investigate the willingness of students in reading and also to take a part in conducting research about students' motivation in reading.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research.

#### **2.1 Reading in English as a Foreign Language Context**

Reading is needed by the people, in learning English reading is one of the important role to facilitate us in learning process. According to (Grebe and Stuller, 2011) as cited in Yuliandari (2016), reading is the similar thing with the ability to understand the meaning or explaining the information appropriately from the text. The desire of people to read is very important in learning process because with desire will increase the ability in drawing meaning and interpreting the information from printed text, with that ability can make the learners more easy in learning process, reading is not just for interpret word or sentence from the text. Based on (Schoenbach, Greenleaf, Cziko and Hurwitz, 2000), reading is a process of problem solving which is the readers try to understand the meaning of the whole page not just the words and sentence but also the ideas.

Reading activity generally has a benefit for people, they can enrich their knowledge and gathering information through reading. In foreign language learning, reading activity also give contribution. Cho and Krashen (1994) state that student can increase the vocabulary knowledge with reading also can increase the speaking ability.

Reading is the most important skill required by students, especially in foreign language context. Based on Khaki (2014), in foreign language reading ability can be regard as one of the most important skills. Learners will have the difficulty in reading English as a foreign language because English as a foreign language is different with first language. Grabe and Stoller (2011) state that students begin learn their first language in 4-5 years orally and read (formally) at the age six. It can be said that students have much time to learn how to read their first language in formal or informal context. Meanwhile, foreign language students will have difficulty in foreign language reading, it because they do not have enough knowledge of foreign language when they begin to read.

Background knowledge of first language is needed in the process of reading in English as a foreign language. Grabe (2009) describe that reading in English as a foreign language is an ability that combines between first and second language reading resources into a dual-language processing system. Based on the explanation above reading in foreign language cannot be apart from reading in first language.

Therefore reading also helps the reader to get more knowledge that makes them easier to understand while learning process and makes success on academic learning. Based on Anderson, Hiebert, Scott and Wilkinson (1984) reading is a process which the information from the text and knowledge that have from the reader will deliver the meaning. It can be said that when the learner often tend to read the material or text that delivered by the teacher, then they will be easier to be success in learning process. In foreign language learners, reading activity also can give much beneficial and contribution in their learning process. (Cho ad Krashen, 1994) said that the vocabulary knowledge and speaking ability of the

learners can be increased by reading. With reading in foreign language, the learners can find new vocabularies so the more they read, the more vocabularies they will get. That is why reading have much contribution on foreign language learning process because with reading activity is not only beneficial for the reading skills but also for other language skills. This can be concluded that reading also have important role in the success of the learners in language learning.

## **2.2 Motivation in English as a Foreign Language**

Gredler, Broussard and Garrison (2004) as cited in Lai (2011) define motivation as the aspect that influence people to do something or not. Li and Pan (2009) said that motivation still be a very important reason for the various accomplishments. It means that motivation can influence person's desire to achieve their own goal, motivation appears when someone has a desire to achieve something such as when a student's study hard to get a higher score and number one his class it means that he has a motivation to be a better students than others.

Motivation is needed in English foreign language learning because motivation becomes one of factors determining the success of the learner. Even though motivation is not the only key to be success in learning process but students who have higher motivation will be easier to be success in their learning activity those students who have lower motivation, (Munarsih, 2013), in English foreign language learner can get the motivation from several way. There is a possible self that involve people's vision of their likely or hope for. Dornyei (2014) stated that possible selves are more than long term aim or future plan

because they involve actual images and senses; if we have a good developed possible future self, we can imagine this self within scenarios in the future.

Still from (Dornyei, 2014), he explained about motivational self-system and the proposed foreign language motivational self-system that consist of three main constituents. First is ideal second language self, when learner would like to become a great speaker in foreign language, the ideal foreign language self is a powerful motivator for the success in foreign language learning because the learners would like to manifest their ideal selves. The second is ought to foreign language self, it seems with their own desire and the third is foreign language learning experience, it is based on their experience in learning process and related to the learning environment which is give the impact of the enjoyable quality of a language learning.

According to (Penny, 1996), he defined that there are some characteristics of motivated learners: first is positive task orientation, the student has a high willingness to do their task and has confidence in their success. Ego-involvement, the student thinks that it is very important to be successes in learning and to maintain their high score to get appreciation from people. The next is need or achievement, the student has a need to accomplish, to be successes in what they sets out to do. High aspiration, the students is ambitious, goes for requesting challenges, high capability and top grades then goal orientation, the student is very aware of the goals of learning and directs their efforts towards achieving also perseverance, the learner regularly takes an effort in learning and not hopeless because of the setback or lack of progress and the last is tolerance of ambiguity, the student do not feel frustrated or give up because of lack understanding about something, they believe that everything needs a process and there are time when

they will understand later. Beside the characteristic, the process model of motivation in foreign language also has two key shortcomings: first it can be concluded that we can define clearly when a learning process begins and also it assumes that the process happened in relative isolation, without interference from other processes in which the learner may be simultaneously engaged with motivation (Gass and Mackey, 2012). Based on the explanations above, it can be said that motivation has a high value in second or foreign language learning process because of the characteristics of motivation which is explained before has the strong influence in learning process.

According to Sekhan as cited in Gass and Selinker (2008) motivation is the second strongest predictor of success, trailing only aptitude. This means motivation becomes one of several factors determining the success of the learner especially in foreign language learners.

In addition, motivation in foreign language learning is very important in reading activity for the learners because it can give the good influence for them to increase their desire in reading also learning and motivation in foreign language has the same importance in order to achieve something. In other meaning, it can be said that motivation as an attribute of the learners to read actively, with motivation learner can increase their willingness in reading.

### **2.3 Types of motivation: the basis of MREQ**

Based on theory from Ryan and Deci (2000) there is intrinsic motivation (the drive to more engage and good in learning activity) and extrinsic motivation (motivation that come from external urge) both of these have an important part in motivation.

### **2.3.1. Intrinsic Motivation**

According to Ahmadi (2016) intrinsic motivation makes the students to learn and interest with learning activity without any reward because it come from their own desire. When intrinsic motivated a person is moved to act something they want to do even just for fun or challenge, which mean intrinsic motivation come from within itself, usually drive by personal desire. As stated by Deci and Ryan (2000) intrinsic motivation can make someone do some activity because the activity is interesting. The statement above shown that intrinsic motivation do not need the factor or stimulate from outside because every person have their own desire which drive to do something.

According to Berliner (1984) as cited in Munarsih (2013) there is four components in intrinsic motivation, first is interest. If the students have an interest on something or subject in learning process they tend to pay more attention on it and it is the reason which is make the students actively in studying and the learning process will run well. The second is needs, Based on Harmer (1989) stated need is used to showing some general characteristic of the motivation for the behavior of an individual. It means that someone will do the activity regularly because they need. The third is hobby, it is good if the students decide reading in learning process as a hobby because they will enjoy in reading and it can give the good impact in their reading ability. The last is goal, almost all people have goals in every activity that they want to do and achieve that and goal can lead someone to do something.

Wang and Guthrie (2004) said that intrinsic factor consist of three constructs: curiosity, involvement and preference for challenge. Curiosity is the desire to read about a personal interest of topic, involvement refers to an individual's pleasure and preference for challenge involves the desire to approach compound ideas in a text.

In addition, the students should have their purpose in learning activity because it can be a great motivation for them. If the students have to decide the purpose of them in learning, they well do anything that can make them to achieve what they want.

### **2.3.2. Extrinsic Motivation**

Extrinsic Motivation is kind of motivation that come from outside which involves external incentives such as rewards or punishments. Arnold (2000) as cited in Ahmadi (2016) stated that extrinsic motivation is a desire that come from outside to gain a reward or avoid of punishment. Such as, people who work harder in their job because they want to be appreciated by others or obtain a reward. This motivation will work if there is simulation from outside.

Still from Wang and Guthrie (2004) divide extrinsic factor comprises five constructs: recognition, grades, social reading, competition and compliance. Reading for recognition refers to reading to be recognized as a competent reader among teachers, peers or others, besides grades is a desire of students in reaching good grades in reading then social reading is focused on students' sharing of their experiences with friends, teacher or other adults, the next is competition, refers to reading to outperform others

in reading and the last is compliance includes the reason of students to read in foreign language just as the form of their responsibilities in reading class.

As what explained before, both of intrinsic and extrinsic motivation has an important role to increase the motivation of students in foreign learning activity.

#### **2.4. Reading Motivation of Undergraduate Students**

As the explanation before, reading is the important skill that must be mastered and motivation have the important role in increase the desire of the student to read because motivation can drives someone to do something. Komiyama (2013) said that reading is relevant positively to motivation. The positive relation between reading and motivation can increase the willingness of the learners in foreign language reading. Lack of motivation to read is the main problems, based on Kweldju as cited in Masduqi (2014) and Yuliandari (2016) says that learners are not willing to read their reading material however they aware the usefulness. In real life, people usually read something because they want or interest to read because the contents or purpose to achieve, it means that when someone has a high motivation in reading so they felt enjoy worth reading activity,

Guthrie and Caddington (2010) defined that reading motivation can be decided as the enjoyment and internal derives of reading activity. While someone find the feeling of enjoyment in reading, they will do that reading activity regularly and it will give a good impact in their reading skill. Reading motivation also affected by some factors based on reason of the readers in deciding their

reading purpose, those purpose could be the pleasure of reading activity, the desire in reading or the enjoyment of learning to seek knowledge. According to Guthrie and Cambria (2010), there are some factors that influenced the motivations to read: interest, confidence and dedication. Meanwhile, student will avoid in reading if they do not have any enjoyment or desire also support from environment in reading.

Reading motivation for undergraduate students will be the factor or how much information and understanding about something after they read a text. Reading motivation has established effect on students about how much they will read (Guthrie, 2000). In addition, reading motivation is kind of internal drive that forces someone to read, it could be come from internal or external. Reading motivation that come from internal usually causes by personal desire and reading motivation that come from external drives, it could be cause by social life or external incentives such as rewarding or purpose to achieve goal. That is what happened to foreign language learner, according to Day and Bamford (1998) as cited in Gridi (2006) said that foreign language learners will decide to read in the second language depend on two key concepts, expectancy and value.

Through the concept of 'expectancy' that related to material of reading, undergraduate students would interest with reading if they are like or interest with the material, the content of the text, linguistic structure, the language used in reading material and whether student's have easy access to the material, based on Paris and Carpenter (2004) explain that motivation to read can be influenced by the content and structure of text. Besides that, the other concepts are value. Value is related to attitudes of students toward the target language because it is appear

from their belief. Values of the undergraduate students also are the impact by their society, native culture, with a good influence from family and peers.

Murniasih (2013), said that reading motivation is kind of internal drive that boosts someone to read, it could come from internal and external. Reading motivation that come from internal usually come from the reader's personal desire to find information, catch their goal even just for pleasure and reading motivation comes from external derives it may causes by reader's social life, such as find information for passing educational program or maybe demands for job.

## **2.5 Undergraduate Students**

Undergraduate students are students who have not graduated yet from university. They came from various high schools and also they have different characteristics such as their habit, hobbies and their ability that influence them in reading motivation. Brinkworth et al. (2008), says that transitioning from high school to the university can be difficult sometimes and some teacher feel students are have no prepared for the change. It means some of undergraduate students still have the difficulty in adaptation, Isiakpona (2012) said that undergraduate students need information about new developments and techniques to improve existing practices and better ability. It also can be said that it is very important for them to get the comprehension about what should they do to be success in learning especially in reading class, because Ntereke (2016) said that the ability to read and interpret textbooks or other assigned material is a critical component of success at University level. It will be great for students if they more aware with the key to be success in learning especially in reading motivation

## **2.6 Reviews on Related Studies**

The first related research is by Yuliandari (2016) which is tried to find out reading motivation of students in English Department Faculty of Humanities Jember University of academic year 2015-2016. This research uses two types of data, which are qualitative and quantitative data. The data were taken by two methods, first is data are collected with deliver questionnaire into 42 freshmen student using MREQ (Motivation of Reading in English Questionnaire) then the participant are interviewed to get deeper information, the interview used semi-structured interview. The result of this research shows that both intrinsic and extrinsic motivations have contribution in motivating learners to read in English.

The similarities of my research with this research is to find out what motivate students to read English, also this research explains about type of motivation that include intrinsic and extrinsic motivation. The difference between my research with this research is this research use qualitative and quantitative method, the researcher use questionnaire and interview to get deep information but my research only use quantitative ( using questionnaire ) to get the data and also there is different object to collect data, this research including freshmen students of English Department Faculty of Humanities Jember University of academic year 2015-2016 and my research including udenrgraduate students in Department of English Language Education at Islamic University of Indonesia batch 2017/2018.

The second research is according to Murniasih (2013) the objective of this study is to see the correlation between student's motivation in reading and their reading speed in second semester of Department of English Education Syarif

Hidayatullah Jakarta academic year 2012/2013. This research using quantitative method the writer used correlational study by Product Moment Correlation technique or Pearson's Correlation Product Moment technique this correlation study usually used to find out the significance of the correlation between two variables. The result of this research is there is correlation between student's motivation in reading and their reading speed.

The similarities between this research with my research is the variable that we use such as reading, motivation also included type of motivation and the method that we used is quantitative but the differences is this research have a purpose to find out the correlation between reading motivation with reading speed but my research only have to find out the motivation of students in reading and this research conduct second grade of Department of English Education Syarif Hidayatullah Jakarta academic year 2012/2013 meanwhile my research conducted undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018.

The next study is from Mehdi Gridi about Reading motivation in students of English as a foreign Language. This research aims to investigating reading motivation in second year students of English as a foreign language at the teachers' training school of Constantine (ENS). In this research, the researcher use quantitative as a method and deliver 30 statements of questionnaire to a total number of seventy-one participants in second year students of English as a foreign language at the ENS of Constantine at the end of the academic year 2005-2006. The questionnaire was derived from the original motivation for reading questionnaire (MRQ) developed by Guthrie and Wigfield (1997) and a modified version of the same questionnaire adopted by Mori (2002).

First, this research chooses the Pilot Study as a respondent. The question starts with the questions related to learners general experience with English and reading as a course and the rest of question can be divided into three main categories: the first category concerns readers habits in reading, the second category that deals with social setting of reading and the last category is student's feelings, opinions and expectations about reading and reading activities. The result from the questioner is motivation to read in English as a foreign language in students of English in the second year at the ENS of Constantine is a multifaceted construct.

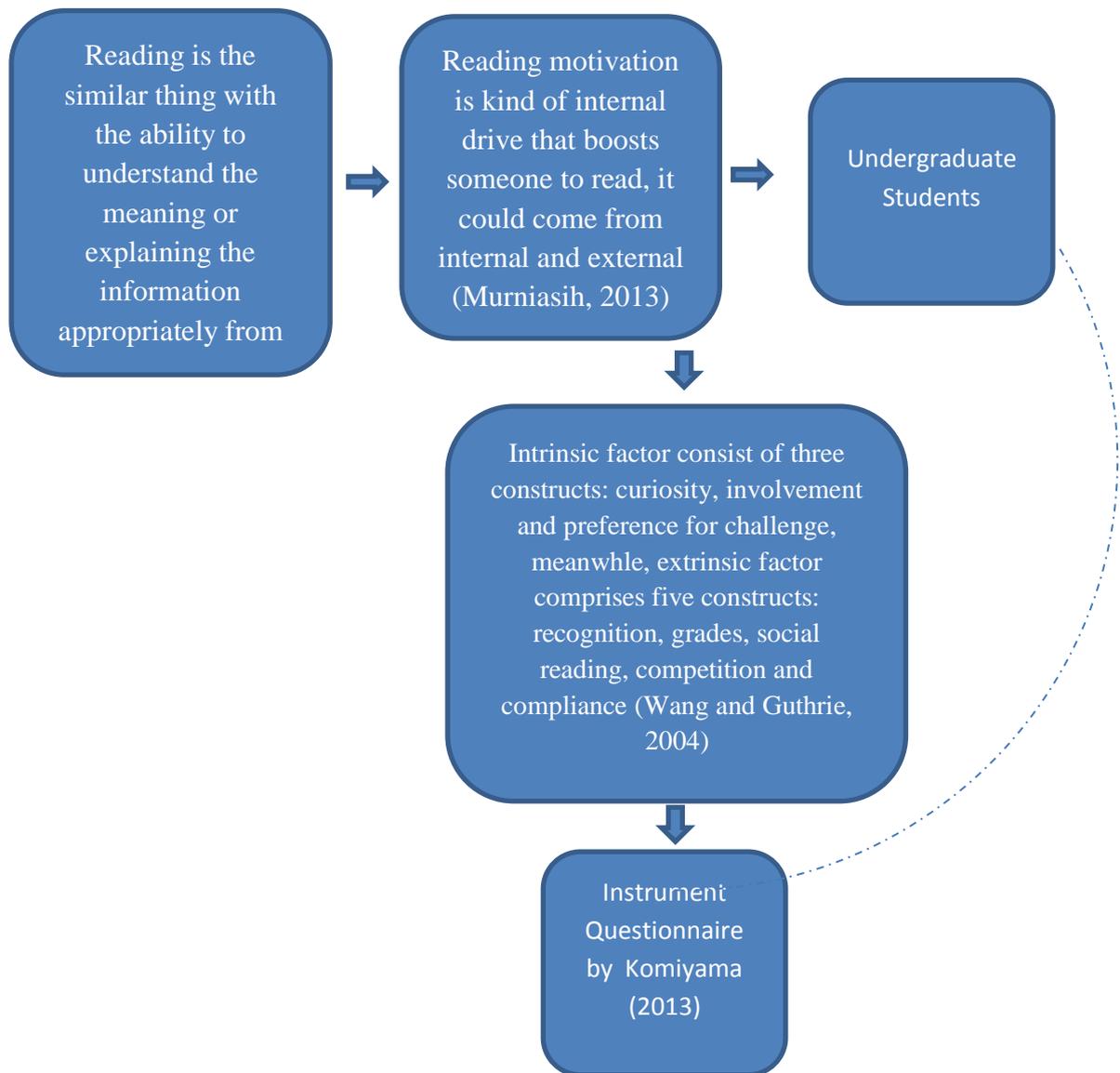
The similarities between this research and my research is the method and deliver the questionnaire also the aims of the study, to find out reading motivation in English language students as a foreign language and the different between this research and my research is the respondent, this research use second year students in teacher training school in Algeria and my research include undergraduate students in department of English language education. The total of questionnaire between my research and this research also has the differences.

The last study is from Dhanapala ( 2008) this research tried to find out reading motivation of students in Japan and Sri Lanka, this research use quantitative method which is distributed the questionnaire that adapt from Wang and Ghutrie (2004). The similarities from this research and my research is used quantitative as a method and the aim of the research to map or describe about reading motivation of the students especially in intrinsic and extrinsic motivation while the differences between this research and my research is the participant of the research, this research included students from two different country and mine

is included undergraduate student at Department of English language education in Islamic University of Indonesia batch 2017/2018.

## 2.6 Theoretical Framework

For more details, the following chart demonstrates the relationship between theories and the research problems: reading motivation issue, intrinsic and extrinsic motivation from first year students in PBI UII.



Explanation:

Reading is such an ability to understand the meaning or explaining the information from the text, that is why reading are needed by the people but some people still have no desire in reading especially in foreign language learning context, learners should have the motivation to increase their desire in reading. Reading motivation is kind of internal drivethat boosts someone to read, it could come from internal and external. So, motivation in reading is the important thing that must have by the learners to be successes in learning. There are two type of motivation that can drive the students in reading activity which are intrinsic and extrinsic motivation. In intrinsic factor there are constructs: curiosity, involvement and preference for challenge, meanwhile, extrinsic factor comprises five constructs: recognition, grades, social reading, competition and compliance. Therefore, in this research, it will find out the type of motivation which is intrinsic and extrinsic factor that can drives the undergraduate students at Department of English Language Education in Islamic University of Indonesia in reading in foreign language with using 47 MREQ questionnaires by Komiyama (2013), included intrinsic and extrinsic factor in motivation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the method which is used for collecting data in this survey research. This chapter will discuss about the research design including research method and design, population and sample, data collection technique, and data analysis techniques

#### **3.1 Research Design**

This study was designed to map or describe what motivate first year students in Department of English Language Education at Islamic University of Indonesia in reading. In this research, the researcher used quantitative research as a method to collect data.

Specifically, the researcher uses survey to collect the data or information because the principal aim of this research is to investigate the reading motivation of first year students in English Language Education Department Islamic University of Indonesia. The population of undergraduate students at Department of English Language Education batch 2017/2018 is 108 students. It is possible to gain information from all of the students.

Survey can be used to best effect when the researcher wants to gain the actual information even in group or individual. Therefore, survey can be used as a research strategy in gathering information or data to conduct research and procure quantitative information.

## **3.2 Population and Sample**

### **3.2.1 Population**

Based on Mackey and Gass (2005), population is kind of a group of all language learners in particular context. The participants of this research are all of undergraduate students in Department of English Language Education at Islamic University of Indonesia batch 2017/2018 amount 108 students, the researcher expect that first year students are aware with their desire in reading for the next year in college.

### **3.2.2 Sample**

Sample can be said as the part of population. Mackey and Gass (2005) say that there is no approach to gain the data of the entire population, so the researcher needs to choose accessible sample that represent the entire population. The population of this research is 108 undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018. The researcher use total population sampling because it is possible to use all of the population as a sampling. Based on Arikunto (2006) define that all population can be sampled if the population is less than 100 but if the population is over 100 or in large population, the researcher can take 10%- 15% or 20%-25% or more from all unit population. Based on the explanation above, the population of this research is less than 100; it is possible to gain the data from all of the population because it is not in large population.

According to Minister of Industry Canada (2003) in their book entitled “Survey Method and Practices” a research that gains the information from all of unit population is called Census Survey. Census has no sampling error since all member of population are enumerated. Because of the small population, census survey is preferable for this research

### **3.3. Data Collecting Techniques**

This subchapter explains data collecting techniques which are instrument, validity and reliability.

#### **3.3.1. Instrument**

In this part, the researcher explains about the instruments to collect data which is used to find the result of the study. According to Arikunto (2006) Instrument is a tool or facilities used by the researchers to gather the data also make the research easier and the better results, in terms of caution, complete and systematically so more easily processed.

In this research, instrument that used by the researcher are questionnaire. The questionnaire are used is MREQ (The Motivation for Reading in English Questionnaire) by Komiyama (2013). This MREQ consist of 47 statements and constructed by one intrinsically oriented and four extrinsically oriented factors.

*The first factor is intrinsic motivation;*this factor consists of 16 items including curiosity, involvement and preference for challenge items.

Based on Komiyama (2013) Curiosity is such as students desire to read an interesting topic. Curiosity is represented by five items and every item includes a statement about the explanation of the reason in students reading. The second factor of intrinsically is involvement. According to Komiyama (2013) Involvement is about pleasant feeling by the students while reading a good book, article or web site on an interesting topic. Involvement is represented by five items and the last factor of intrinsically is preference for challenge. It relates to the students pleasure when they mastering complex ideas in text (Komiyama, 2013). This preference for challenge depicted into six items.

*The second factor is extrinsic drive to excel.* This factor can show the desire of students in improving their second language reading ability. This factor has 15 items which is divided into eight competition's items and seven recognition's items. Competition is students' desire to be better than others in reading (Komiyama, 2013) it means the students who have high motivation in reading because of the competition factor usually tend to work harder to get better results in second language reading than others. Meanwhile, recognition is such as students' who want to make the other people realize their capabilities in second language reading and usually they like to get positive comment about their ability in reading. Based on Komiyama (2013) said that recognition factor is student who uses reading for making other people such as families, teacher or friends know about their abilities in reading.

*The third is extrinsic academic compliance.* It consist of eight items, includes four items for compliance and four items for grade. In

compliance, include the reason of students to read in foreign language just as the form of their responsibilities in reading classes. Then grade refers to a desire of students in reaching good grades in reading, the students usually are motivated in reading for one purpose that is improving their grades in English reading.

*The fourth is labeled as extrinsic test compliance.* This consist of three items, the two items are related to students' desire in gain scores on English standardized test such as TOEFL, IELTS, etc. and the last one item is about the students read English just for passing the English course.

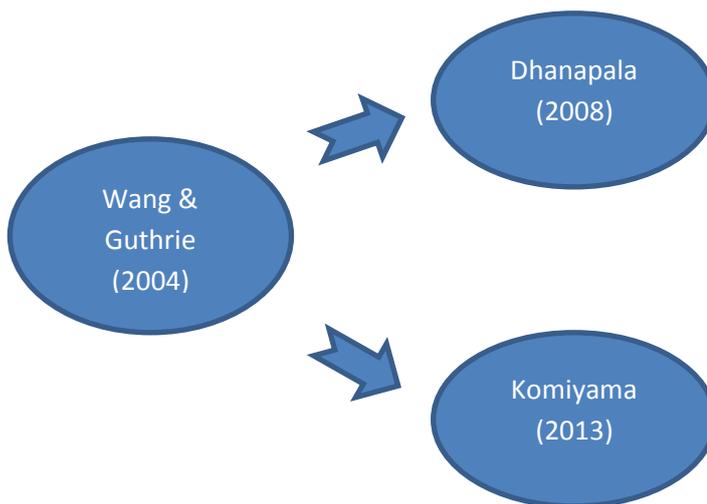
*The last factor is named as extrinsic social sharing.* This factor consists of five items and focused on students' sharing of their experiences with friends, teacher or other adults (Komiya, 2013).

The MREQ questionnaire is adopted from Komiyama (2013) in her research with title "*Factors Underlying Second Language Reading Motivation of Adult EAP Students*" there are some previous research that also uses MREQ questionnaire. MREQ first is designed by Wang and Guthrie (2004) on their research entitled "Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading and past reading achievement on text comprehension between U.S and Chinese students". According to the reality, the MREQ questionnaire from Wang and Guthrie (2004) is developed by Komiyama. Also, the other research who has been used this MREQ questionnaire is the research from Dhanapala (2008) "*Motivation and L2 Reading Behaviors of University Students in Japan and Sri Lanka*". This research used SPSS Version 13.0 and Pearson

Correlation Analysis and the last research from Yuliandari (2016) that titled “*Reading Motivation of Indonesia EFL Learners*”, she also adopted that MREQ questionnaire from Komiyama which is developed from Wang and Guthrie (2004).

**Figure 1**

**Framework of previous Researches that using MREQ questionnaire (2013)**



Based on the related studies using MREQ questionnaire, the researcher adopted 47 items and close-ended questions proposed by Komiyama (2013). This MREQ uses the responses ranges from ‘Very Different from Me’ to ‘A lot like Me’. The MREQ is translated first into Indonesian then the only translated MREQ is delivered to the participants in order to minimize misunderstanding. These 47 questionnaire items are evaluated on a four-pointlikert scale ranging from 1 to 4. The students can choose one of four responses; those are *very different from me, a little different from me, a little like me and a lot like me.*) The higher the number that respondents indicate applies to them, the more frequent the use of the particular strategy is reflected.

### **3.3.2 Validity**

According to Carmines and Zeller (1979) define that validity of an assessment or tool indicates the extent to which it is an adequate measure of the curriculum and objectives it represent. Which means Validity is the extent to which any measuring instrument measure what it is accidentally to measure. Based on Sukardi (2007) stated that an instrument so called valid if the instrument that is to be use can measure what will measurability. In the other word, validity is the important part for the researcher to cogitation in selecting instrument.

This part explains how to ensure that instrument of motivation type for the present research is appropriate to serve the purpose of this research. The researcher used 47 items from Komiyama (2013) that is developed from Wang and Ghutrie (2004) as the instrument in this research to find out categories of MREQ used by undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018.

The instrument was adopted from Komiyama (2013), this instrument also validated by some other research studies that adopt MREQ by Komiyama (2013). Yuliandari (2016) she used MREQ questionnaire to map or describe all freshmen of English Department Faculty of Humanities Jember University. Another research which adopted the same instrument is Zhao (2016) used MREQ questionnaire to know about reading motivation of Chinese ESL Students in Canada. The result of this research is 2.83 for intrinsic motivation and the highest percentage is

extrinsic academic compliance 3.29. This instrument also was consulted continuously with the lecturer.

### **3.3.3 Reliability**

According to Carmines and Zeller (1979), reliability is essentially an empirical issue, which is focusing on the performance of empirical measure. Reliability shows a measure of consistency in measuring the same phenomena. Reliability also is the extent to which the measure will give the same response under similar circumstance. Based on Komiyama (2013), MREQ questionnaire were presented in English language; it constructed and revised under the guidance of independent study advisor. The questionnaire were approved and enhance by advisor and were tried a few students. The items of MREQ questionnaire were constituted using four-point Likert scale (4= a lot like me, 3= a little like me, 2= a little different from me, 1= very different from me). The internal consistency estimate of reliability (Cronbach's alpha) of each scale ranged from. 0.77 to 0.88, which considered are very good. Which were based on the results of a series a factor analyses, were as follow: Intrinsic motivation (0.88), extrinsic drive to excel (0.88), extrinsic academic compliance (0.77), extrinsic test compliance (0.80), extrinsic social sharing (0.78),

### **3.4 Data Analysis Technique**

The questionnaire used in this research took 47 items by Komiyama (2013) that is developed by Wang and Guthrie MREQ (The Motivation for Reading in English Questionnaire) 2004.

The motivation for reading in English Questionnaire consists of 2 parts as follow;

#### **3.4.1. Respondent Personal Information**

The first part was designed to collect information about the respondent such as names, gender, student's number and academic period. The researcher adds close-ended questionnaire.

#### **3.4.2. Questionnaire about the Type of Motivation**

The questionnaire presented with circle the number (1, 2, 3 or 4) in rating. The scale questionnaire indicated the frequency of each type.

1 = Very different from me

2 = A little different from me

3 = A little like me

4 = A lot like me

The researcher used Microsoft Excel to analyze the data from the questionnaires into statistical package.

- Part I : the descriptive statistics were used to find frequencies, percentage, and mean ( $\bar{x}$ )

- Part II : the questionnaire of 2 categories; intrinsically and extrinsically motivation. The mean ( $\bar{x}$ ) and percentage were used to compute the data.

### **3.4.3. Steps of Data Analysis Technique**

Step of data analysis in this research refers to Komiyama (2013); the researcher took same appropriate steps with this research.

1. The first step was review of literature about reading motivation.
2. Komiyama (2013) questionnaire were chosen as the instrument.
3. Checked one by one item in the questionnaire to make sure that it was easy to understand the meaning, adopt the translated questionnaire from Yuliandari (2016)
4. Distributed 47 items questionnaire to 108 first year students at Department of English Language Education in Islamic University of Indonesia.
5. Analyzed and discussed the data based on categories
6. Made some table in order to present statistical data. While, the detail description of the data will be explain in discussion section

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes the findings obtained from the questionnaires to examine category of reading motivation by undergraduate students at Department of English Language Education in Islamic University batch 2017/2018 of Indonesia who participated in this survey research.

The result of two parts; the respondent general information and the category of reading motivation questionnaire from Komiyama (2013): intrinsic and extrinsic motivation. Additionally, tables and figures were also presented to give detailed explanations.

#### 4.1. Research Finding

##### 4.1.1. The Result of Respondent Personal Information

. Respondent personal information that was completed the MREQ questionnaire will be shown in the diagram below.

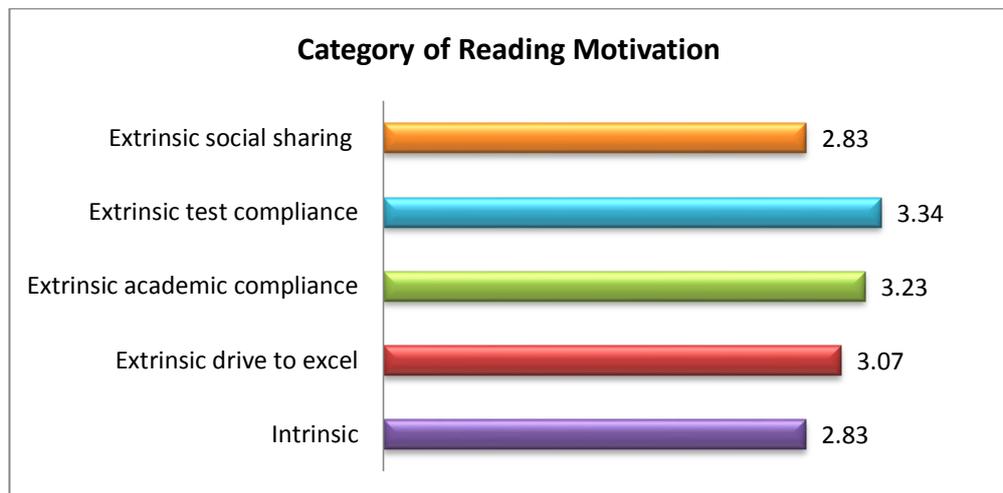
ITEM		FREQUENCY
GENDER	FEMALE	71
	MALE	22

**Table 4.1. Respondent Personal Information**

Based on the table above, total respondent was 93 from 108 students who completed the questionnaire and dominated by female respondents 76% with 71 students, while 24% male respondents consist of 22 students.

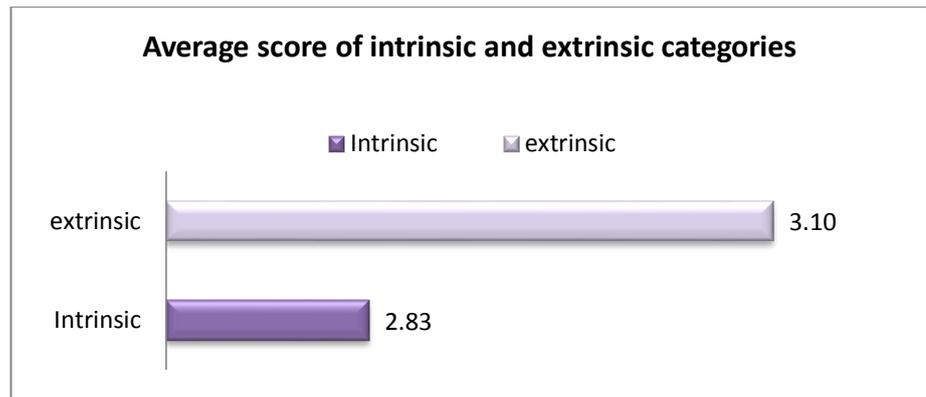
#### 4.1.2. The Result of Reading Motivation Category

Based on the research categories of MREQ by the undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018, the result will be shown in the diagram below.



**Figure 2. The average score of categories of reading motivation**

Based on the diagram of average score of each category of reading motivation, it showed the perceived category of motivation of the respondent in reading English, as the finding show, the average of intrinsic motivation (2,83), extrinsic social sharing ( 2,83) then, extrinsic academic compliance (3,23) also extrinsic drive to excel (3,07) and the highest score extrinsic test compliance (3,34). Based on the explanation of score categories above, the result can be shown based on figure 3, diagram of average score of two categories of motivation.



**Figure 3. Diagram of average score of two categories of motivation.**

According to diagram above, as the finding show the average of extrinsic motivation (3,10) is higher than intrinsic motivation (2,83).

#### **A. Items of Intrinsic Motivation**

Based on the result of MREQ questionnaire that have been answered by the students, there are average of intrinsic motivation items that most frequently used by the students until the least frequently used by the students. The description will be shown in the diagram below.

Intrinsic-1 :I like reading in English to learn something new about people and things that interest me.

Intrinsic-3 :I feel happy when I read about something interesting in English

Intrinsic-7 :I like reading about new things in English

Intrinsic-15 :When my teacher or friends tell me something interesting, I might read more about it in English

Intrinsic-16 :I enjoy reading in English to learn what is going on in the  
U.S. and the world.

Intrinsic-2 :I like reading a lot of interesting things in English

Intrinsic-5 :It's fun for me to read about something I like in English

Intrinsic-6 :It is hard for me to stop reading in English when the topic is  
interesting

Intrinsic-11 :I enjoy reading good, long stories in English.

Intrinsic-14 :When I am reading about an interesting topic in English, I  
sometimes lose track of time.

Intrinsic-4 :When the topic is interesting, I am willing to read difficult  
English materials.

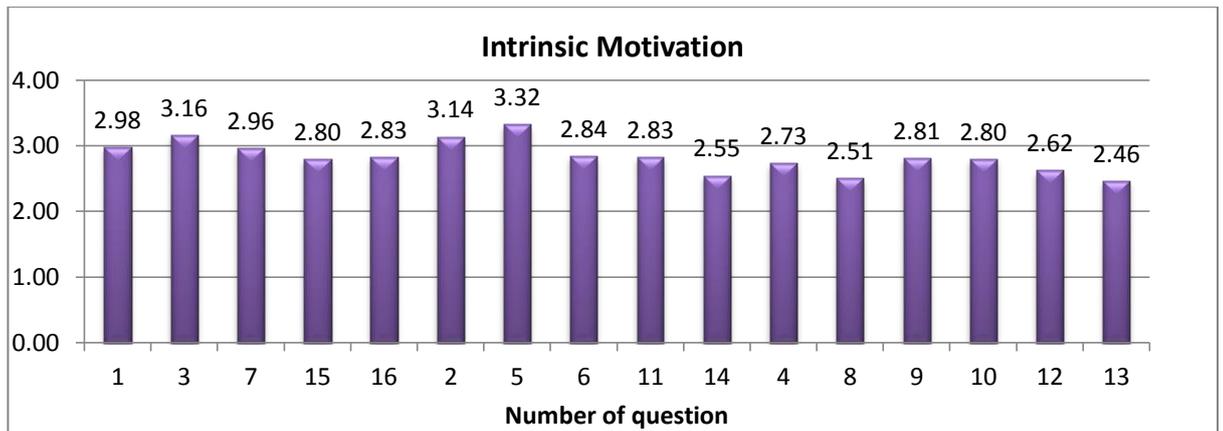
Intrinsic-8 :I enjoy reading when I learn complex ideas from English  
materials

Intrinsic-9 :I like it when the topic of an English reading makes me think a  
little more

Intrinsic-10 :I like challenging myself while reading in English

Intrinsic-12 :I like hard, challenging English readings.

Intrinsic-13 :When an assignment is interesting, I can read difficult  
English material more easily.



**Figure 4. Diagram of Intrinsic Motivation**

Based on the chart above, Intrinsic-5 stated “its fun for me to read about something I like in English” ( $\bar{X}$ = 3, 32) is the most frequently categories. Meanwhile, the least categories is intrinsic-13 “When an assignment is interesting, I can read difficult English materials more easily” ( $\bar{X}$ = 2, 46).

**B. Items of extrinsic drive to excel.**

Based on the result of questionnaire that have been answered by the students, there are average of extrinsic drive to excel items that most frequently used by the students until the least frequently used by the students. The description will be shown in the diagram below.

Extrinsic drive to-17 : I am willing to work hard to read better than my friends in English.

Extrinsic drive to-18 :I like being the only student who knows an answer about something we read in English.

Extrinsic drive to-20 :When I complete English reading assignments for class, I try to get more answers correct than my classmates

Extrinsic drive to-21 :When I read in English, I like to finish my reading assignments before other students.

Extrinsic drive to-23 :I want to be the best at reading in English

Extrinsic drive to-24: When some classmates read English better than me, I want to read more English materials

Extrinsic drive to-27 :When I read in English, I often think about how well I read compared to others.

Extrinsic drive to-39:I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc.

Extrinsic drive to-19 :I like my teacher to say that I read well in English

Extrinsic drive to-22 :I like my friends to tell me that I am a good English reader

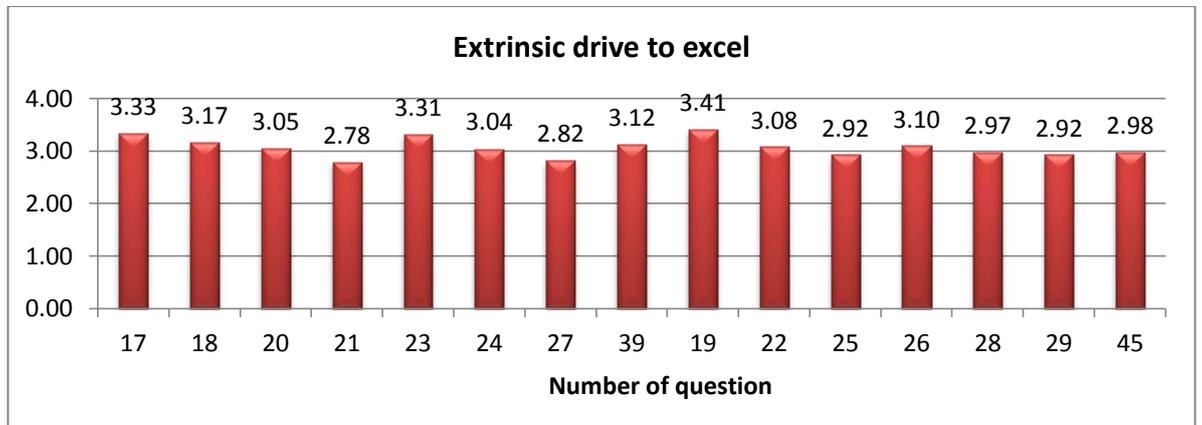
Extrinsic drive to-25 :I like it when my teacher asks me to read English aloud in class.

Extrinsic drive to-26 :I like to get positive comments about my English reading

Extrinsic drive to-28 :I practice reading in English because I feel good when I answer teachers' questions correctly in class.

Extrinsic drive to-29 :I feel happy when my friends ask me for help with their English reading assignments.

Extrinsic drive to-45 : I am happy when someone know about my ability  
in English Reading



**Figure 5. Diagram of extrinsic drive to excel**

According to the result of extrinsic drive to excel, extrinsic drive to-19 “I like my teacher to say that I read well in English” ( $\bar{X}= 3, 41$ ) is the most frequently categories by the students. Meanwhile, the least categories is extrinsic drive to-21 “When I read in English, I like to finish my reading assignments before other students” ( $\bar{X}=2, 78$ ).

**C. Items of extrinsic academic compliance**

Based on the result of questionnaire that have been answered by the students, there are average of extrinsic academic compliance items that most frequently used by the students until the least frequently used by the students. The description will be shown in the diagram below.

Extrinsic academic-30 :Finishing English reading assignments on time is very important for me.

Extrinsic academic-31 :I usually try to finish my English reading assignments on time.

Extrinsic academic-33 :I do my English reading assignments exactly as the teacher tells me to do them

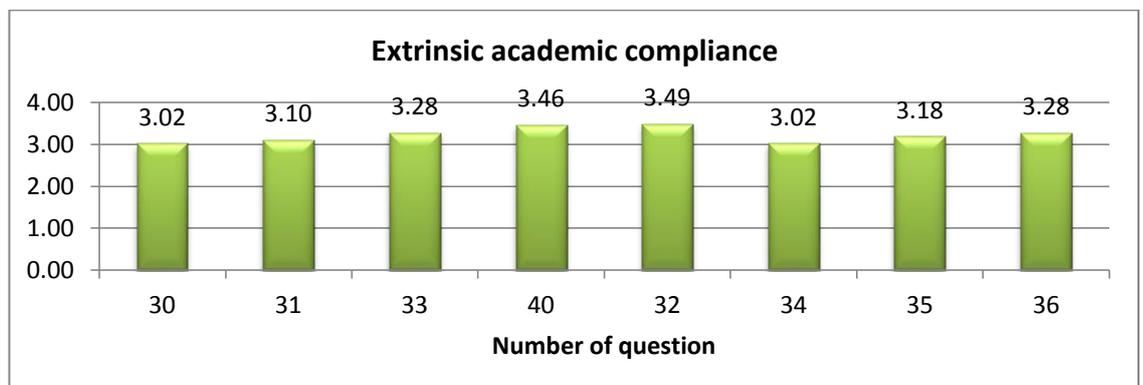
Extrinsic academic-40 :I practice reading in English because I need to do well in my future classes

Extrinsic academic-32 :It is important for me to receive a good grade in my English reading course

Extrinsic academic-34 :I look forward to finding out my grades in English reading.

Extrinsic academic-35 :I want to read in English to improve my grades

Extrinsic academic-36 :I work harder on English reading assignments when they are graded



**Figure 6. Chart of extrinsic academic compliance**

Based on the chart above, extrinsic academic-32 “It is important for me to receive a good grade in my English reading course” ( $\bar{X}= 3, 49$ ) is the most frequently categories by the students also there are similarity frequently categories between extrinsic academic-30 “Finishing English reading assignments on time is very important for me.” ( $\bar{X}= 3, 02$ ) and extrinsic academic-34” I look forward to finding out my grades in English reading” ( $\bar{X}= 3, 02$ ). Both of them are the least frequently categories.

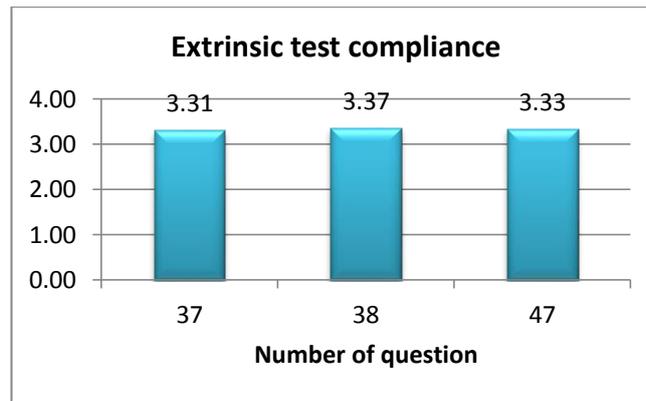
#### **D. Items of extrinsic test compliance**

Based on the result of questionnaire that have been answered by the students, there are average of extrinsic test compliance items that most frequently used by the students until the least frequently used by the students. The description will be shown in the diagram below.

Extrinsic test-37 :I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.

Extrinsic test-38 :I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc

Extrinsic test-47 :I read in English with the aim to pass in English course



**Figure 7. Chart of extrinsic test compliance**

According to the chart above, extrinsic test-38 “I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc” ( $\bar{X}=3, 37$ ), is the most frequently categories while the least frequently categories is extrinsic test-37 “: I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.” ( $\bar{X}=3, 31$ ).

#### **E. Item of extrinsic social**

Based on the result of questionnaire that have been answered by the students, there are average of extrinsic social items that most frequently used by the students until the least frequently used by the students. The description will be shown in the diagram below.

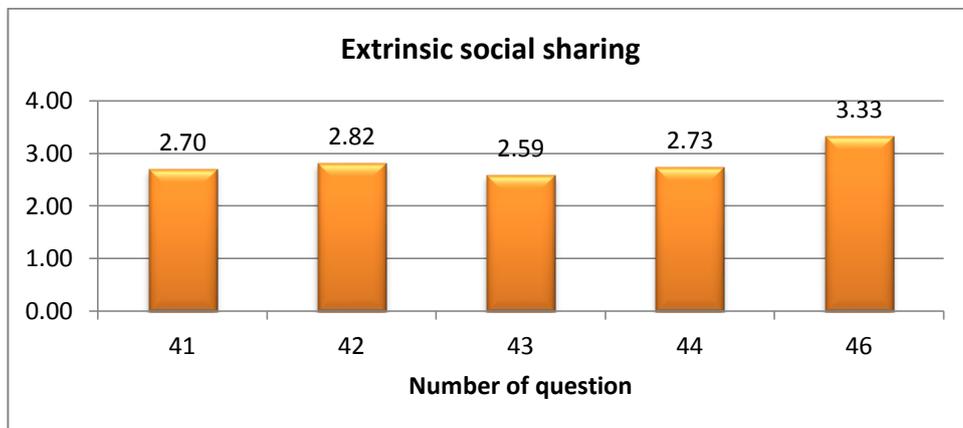
Extrinsic social-41: I enjoy telling my friends about the things I read in English materials.

Extrinsic social-42 :My friends and I like to share what we read in English

Extrinsic social-43 :I like talking with my friends about what I read in English.

Extrinsic social-44 :I like joining class discussions about what I read in English.

Extrinsic social-46 :I try to read in English so i can understand what my friends are talking about



**Figure 8. Chart of extrinsic social sharing**

According to the result of extrinsic social, extrinsic social-46 “I try to read in English so i can understand what my friends are talking about” ( $\bar{X}=3, 33$ ) is the most frequently categories by the students. Meanwhile, the least categories is extrinsic social-43 “I like talking with my friends about what I read in English” ( $\bar{X}=2, 59$ ).

## **4.2 DISCUSSION**

### **4.2.1 The Motivation Category of Most Students and the Items preferred by Most Students in Each Category in Reading English.**

The data collected through the questionnaire of reading motivation from Komiyama (2013), to answer the question of this study about reading motivation used by the students. The result of this research declare that undergraduate

students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 are slightly more were extrinsic motivation ( $\bar{X}$ = 3,10) than intrinsic motivation (2,83) in reading English. The most frequently used by the students in intrinsic category is Intrinsic-5 stated “its fun for me to read about something I like in English” ( $\bar{X}$ = 3, 32), most of the students prefer to scale number 3 which is “a little like me” Meanwhile, the least categories is intrinsic-13 “When an assignment is interesting, I can read difficult English materials more easily” ( $\bar{X}$ = 2, 46) and most of students choose scale number 2 “a little different from me”. Extrinsic motivation has item number 32 “it is important for me to receive a good grade in my English reading course” ( $\bar{X}$ = 3,49) as the most frequently used by the students and most of the prefer scale number 4 “a lot like me” and the least category of extrinsic motivation is number 41 “i enjoy telling my friends about the things i read in English material” ( $\bar{X}$ = 2,70) most of students choose scale number 2 “a little different from me”.

It can be said that in this research, extrinsic motivation is higher than intrinsic motivation. According to Arnold (2000) as cited in Ahmadi (2016) “Extrinsic motivation is a desire that come from outside to gain a reward or avoid of punishment”. The students will be more aware with their reading if there are extrinsic factors that is push them to read and it will be useful for them in reading because the positive relation between reading and motivation can increase the willingness of the learners in foreign language reading. Lack of motivation to read is the main problems, based on Kweldju as cited in Masduqi (2014) and Yuliandari (2016) says that Learners are not willing to read their reading material however they aware the usefulness. It can be said that motivation has the important part for the students to be mastered in reading and the result from this

research is extrinsic motivation is higher than intrinsic motivation for undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018. The result of this research has the differences to research finding that have been done by Komiyama (2013) which revealed that the most frequent categories of motivation by the students in reading English is intrinsic motivation, it was designed to investigate reading motivation of adult EAP students.

In Yuliandari (2016) research finding, intrinsic motivation also is the most frequently used by the students. The experiences of the EFL learners influence their intrinsic motivation in reading English texts. The learners who have more experiences in English reading have more desire to read the English texts. It will be easier for them to get involved to English texts than other who lack experiences. So, Yuliandari's finding research was different from this research.

The result of this research was similar to Zhao's research (2016), Chinese ESL students who participate in this study, whether from Group A or B, Factor 3 (Extrinsic Academic Compliance) is the biggest motivator for reading in English. This means that for most of the Chinese students in this ESL program, the most important goal for them to read is for academic purposes.

The result of this research is in conformity with Dörnyei's (2001) statement, that there may be a causative relationship between motivation and second or foreign achievement. Such as successful second or foreign language learners are more likely to possess higher level of motivation, because learners with higher language proficiency levels are more likely to develop motivational intensity.

Each category shows the items that high frequently categories of motivation by students in reading English, it can be seen in figure 4 until figure 8. In the items of intrinsic motivation shows that item number 5 (Intrinsic-5) which is stated “It’s fun for me to read about something I like in English” is the most frequently categories of motivation by the students ( $\bar{X}$ = 3,32). However, item number 13 (intrinsic-13) is the least categories of motivation by the students ( $\bar{X}$ = 2, 46). It means that, most of students could not read the difficult material even it was interesting.

Then in extrinsic drive to excel, item number 19 (extrinsic drive to-19) “I like my teacher to say that I read well in English” ( $\bar{X}$ = 3, 41) is the most frequently categories of motivation by the students. It means the students would like when the teacher appreciate them, it has similarity with the result of Yuliandari’s (2016) research, they are motivated to read in English because they want to recognized by others such as friends also teacher, they want others to know their ability in reading. While item number 21 is the least frequently categories of motivation by the students ( $\bar{X}$ =2, 78).

Next is extrinsic academic, in this category, item number 32 which is “It is important for me to receive a good grade in my English reading course” ( $\bar{X}$ = 3, 49) is the most frequently categories by the students also there are similarity frequently categories between extrinsic academic-30 “Finishing English reading assignments on time is very important for me.” ( $\bar{X}$ = 3, 02) and extrinsic academic-34” I look forward to finding out my grades in English reading” ( $\bar{X}$ = 3, 02). Both of them are the least frequently categories. It means that it is important for the

students to receive a good grade in English reading course so they will work hard for that.

In extrinsic test category, item number 38 is the most frequently categories of motivation ( $\bar{X}=3, 37$ ), is the most frequently categories while the least frequently categories is extrinsic test-37 ( $\bar{X}=3, 31$ ). Based on these categories, it can be said that students will read in English to increase their reading ability for English test. From the result, extrinsic test category has a high frequently and it has similarities with Zhao's research (2016) which is in his research, extrinsic test category has ( $\bar{X}=3.03$ ).

The last is extrinsic social sharing, in this category, item number 46 "I try to read in English so I can understand what my friends are talking about" ( $\bar{X}=3, 33$ ) is the most frequently categories by the students. Meanwhile, the least categories is extrinsic social-43 "I like talking with my friends about what I read in English" ( $\bar{X}=2, 59$ ). which means, they will read in English because it is important for the students to understand what their friends talking about because that is good for their social life and also they are tend to not talking about what their read in English.

In conclusion of this research the students will read in English when they have to read. This present study expected the students can increase their willingness in reading English while they already know about what category of motivation that can improve them in English reading course also when their lecturer ask them to read, the researcher hope that the students would be submissive and follow the instruction of the lecturer because it will increase their

willingness or desire naturally because if their desire in reading was improved, it can help them to be success in learning process.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in previous chapter and recommendation for further research.

#### 5.1. Conclusion

The purpose of this research is to map or describe the categories of MREQ by undergraduate students at Department of English Language Education in Islamic University of Indonesia. There were 93 of 108 students participating to fill in questionnaires.

Furthermore, from overall items in questionnaire, based on the table average of each items, the highest frequently used by undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 is “It is important for me to receive a good grade in my English reading course” (3,49) which is part of extrinsic academic, and the lowest frequently is “When an assignment is interesting, I can read difficult English materials more easily” (2,46), it is part of intrinsic motivation. It can be concluded that most of first year students will be aware and have more desire in reading to gain a good grade or pass the English reading course, also not all of students can read the difficult material in English even it was interesting.

The conclusion in this study based on research finding and discussion about the categories of motivation by the students in reading English. This current study shows undergraduate students at Department of English Language

Education slightly higher in extrinsic motivation than intrinsic motivation. this result was different with the findings that have done by Komiyama (2013) which the most frequent categories of motivation by the students in second or foreign language reading is intrinsic motivation. The result of this research also was different with research finding from Yuliandari (2016) research, in Yuliandari's research, intrinsic motivation is the most frequently used by the students. The experiences of the EFL learners influence their intrinsic motivation in reading English texts. The learners who have more experiences in English reading have more desire to read the English texts. It will be easier for them to get involved to English texts than other who lack experiences.

## **5.2. Recommendation**

Based on the finding of the study, the researcher suggested for the students at Department of English Language Education in Islamic University of Indonesia, especially undergraduate students batch 2017/2018, to more aware of their English reading and increase their desire in reading to be successes in learning process, students need to know the things that can make them interest and have more willingness to read in English. By knowing what their motivation, students can set their desire in reading so they will read more.

The second is the current study offers recommendation for further study. It is recommended to find the English reading motivation of the learners by using different instruments to measuring each instrument. This research expectedly can help further researcher in doing observations related to reading motivation of Indonesian learners especially foreign or second language learners. So, the researcher hopes this study can contribute to other similar studies.

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## APPENDIX 1

### The Motivation for Reading in English Questionnaire

#### A SMALL- SCAL SURVEY ON READING MOTIVATION OF UNDERGRADUATE STUDENTS

This form of The Motivation for Reading in English Questionnaire (MREQ) by Komiyama (2013) is for students of English as a second or foreign language. On the separate works sheet, write the response (1, 2, 3 or 4) that tells how true of you the statement is.

1. Very different from me
2. A little different from me
3. A little like me
4. A lot like me

**Very different from me** means that the statement is not true of you almost always.

**A little different from me** means is not true less than half the time.

**A little like me** means that the statement is true less than half the time of you almost always.

**A lot like me** means that the statement is true of you about half the time.

Answer in terms of how well the statement describes you. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. If you have any questions, let the researcher know immediately. Please give the answer honestly.

For the attention and time you take to fill out this questionnaire, the researcher say thank you.

**MREQ Questionnaire by Komiyama (2013)**

Name :

Students' Number :

Students' Gender : Male / Female

**Instruction:** Please circle one alternative for each statement according to the amount of your agreement or disagreement (1, 2,3 or 4) with that item.

Items	Statement	Classification	Scale
1	I like reading in English to learn something new about people and things that interest me.	Curiosity	1 2 3 4
2	I like reading a lot of interesting things in English	Involvement	1 2 3 4
3	I feel happy when I read about something interesting in English	Curiosity	1 2 3 4
4	When the topic is interesting, I am willing to read difficult	Challenge	1 2 3 4

English materials.

- |    |  |             |   |   |   |   |
|----|--|-------------|---|---|---|---|
| 5  | It's fun for me to read about something I like in English                              | Involvement | 1 | 2 | 3 | 4 |
| 6  | It is hard for me to stop reading in English when the topic is interesting             | Involvement | 1 | 2 | 3 | 4 |
| 7  | I like reading about new things in English   | Curiosity   | 1 | 2 | 3 | 4 |
| 8  | I enjoy reading when I learn complex ideas from English materials                      | Challenge   | 1 | 2 | 3 | 4 |
| 9  | I like it when the topic of an English reading makes me think a little more            | Challenge   | 1 | 2 | 3 | 4 |
| 10 | I like challenging myself while reading in English                                     | Challenge   | 1 | 2 | 3 | 4 |
| 11 | I enjoy reading good, long stories in English.   | Involvement | 1 | 2 | 3 | 4 |
| 12 | I like hard, challenging English readings.   | Challenge   | 1 | 2 | 3 | 4 |
| 13 | When an assignment is interesting, I can read difficult English materials more easily. | Challenge   | 1 | 2 | 3 | 4 |

- |    |  |             |   |   |   |   |
|----|--|-------------|---|---|---|---|
| 14 | When I am reading about an interesting topic in English, I sometimes lose track of time.         | Involvement | 1 | 2 | 3 | 4 |
| 15 | When my teacher or friends tell me something interesting, I might read more about it in English  | Curiosity   | 1 | 2 | 3 | 4 |
| 16 | I enjoy reading in English to learn what is going on in the U.S. and in the world.               | Curiosity   | 1 | 2 | 3 | 4 |
| 17 | I am willing to work hard to read better than my friends in English.                             | Competition | 1 | 2 | 3 | 4 |
| 18 | I like being the only student who knows an answer about something we read in English.            | Competition | 1 | 2 | 3 | 4 |
| 19 | I like my teacher to say that I read well in English   | Recognition | 1 | 2 | 3 | 4 |
| 20 | When I complete English reading assignments for class, I try to get more answers correct than my | Competition | 1 | 2 | 3 | 4 |

	classmates					
21	When I read in English, I like to finish my reading assignments before other students.	Competition	1	2	3	4
22	I like my friends to tell me that I am a good English reader	Recognition	1	2	3	4
23	I want to be the best at reading in English	Competition	1	2	3	4
24	When some classmates read English better than me, I want to read more English materials	Competition	1	2	3	4
25	I like it when my teacher asks me to read English aloud in class.	Recognition	1	2	3	4
26	I like to get positive comments about my English reading	Recognition	1	2	3	4
27	When I read in English, I often think about how well I read compared to others.	Competition	1	2	3	4

28	I practice reading in English because I feel good when I answer teachers' questions correctly in class.	Recognition	1	2	3	4
29	I feel happy when my friends ask me for help with their English reading assignments.	Recognition	1	2	3	4
30	Finishing English reading assignments on time is very important for me.	Compliance	1	2	3	4
31	I usually try to finish my English reading assignments on time.	Compliance	1	2	3	4
32	It is important for me to receive a good grade in my English reading course	Grade	1	2	3	4
33	I do my English reading assignments exactly as the teacher tells me to do them	Compliance	1	2	3	4
34	I look forward to finding out my grades in English reading.	Grade	1	2	3	4
35	I want to read in English to	Grade	1	2	3	4

	improve my grades					
36	I work harder on English reading assignments when they are graded	Grade	1	2	3	4
37	I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.	Gain Score	1	2	3	4
38	I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc	Gain Score	1	2	3	4
39	I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc.	Competition	1	2	3	4
40	I practice reading in English because I need to do well in my future classes	Compliance	1	2	3	4
41	I enjoy telling my friends about the things I read in	Social sharing	1	2	3	4

	English materials.				
42	My friends and I like to share what we read in English	Social sharing	1	2	3 4
43	I like talking with my friends about what I read in English.	Social sharing	1	2	3 4
44	I like joining class discussions about what I read in English.	Social sharing	1	2	3 4
45	I am happy when someone know about my ability in English Reading	Recognition	1	2	3 4
46	I try to read in English so i can understand what my friends are talking about	Social sharing	1	2	3 4
47	I read in English with the aim to pass in English course	Passing English Course	1	2	3 4

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## **SURVEI TENTANG MOTIVASI MEMBACA**

**Diadaptasi dari Reiko Komiyama, 2013**

### **ANGKET PENELITIAN**

**Motivasi Membaca Mahasiswa/Mahasiswi Tahun Pertama Pendidikan Bahasa Inggris di Universitas Islam Indonesia Angkatan 2017**

#### **1. PETUNJUK PENGISIAN**

Tujuan survey ini adalah untuk mengumpulkan informasi terkait dengan motivasi membaca mahasiswa/mahasiswi dalam **Bahasa Inggris** terkait dalam konteks pembelajaran bahasa asing. Setiap pertanyaan diikuti oleh empat angka 1,2,3 dan 4, yang masing-masing memiliki makna sebagai berikut.

*'1' bermakna bahwa "sangat berbeda dengan saya"*

*'2' bermakna bahwa "sedikit berbeda dengan saya"*

*'3' bermakna bahwa "sedikit menyerupai dengan saya"*

*'4' bermakna bahwa "sangat menyerupai dengan saya"*

Setelah membaca setiap pernyataan, lingkari nomor (1, 2, 3 atau 4) yang menunjukkan jawaban Anda. Perlu dicatat bahwa tidak ada respon yang salah atau benar pada point di survey ini dan jawablah berdasarkan seberapa benar pernyataan-pernyataan tersebut menggambarkan diri anda.

Atas perhatian dan waktunya yang telah anda luangkan untuk mengisi angket ini peneliti mengucapkan terima kasih.

Yogyakarta, 13 November 2017

Alficia Maudy B.P

Angket :

## II. IDENTITAS RESPONDEN

Nama Lengkap :

NIM :

Jenis Kelamin : L/P

Cara Pengisian : Lingkari nomer 1, 2, 3 atau 4 sesuai dengan jawaban anda pada kolom yang telah tersedia.

No	Pernyataan	Sangat berbeda dari saya	Sedikit berbeda dari saya	Sedikit menyerupai saya	Sangat menyerupai saya
1.	Saya suka membaca dalam bahasa Inggris untuk mempelajari suatu hal yang baru mengenai orang atau hal-hal yang menarik bagi saya	1	2	3	4
2.	Saya suka membaca banyak hal-hal yang menarik dalam bahasa Inggris	1	2	3	4
3.	Saya merasa senang apabila saya membaca sesuatu yang menarik dalam bahasa Inggris	1	2	3	4
4.	Saya bersedia membaca materi yang sulit dalam bahasa Inggris, ketika topiknya menarik	1	2	3	4

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 5.  | Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan bahasa Inggris           | 1 | 2 | 3 | 4 |
| 6.  | Akan sangat sulit bagi saya untuk berhenti membaca dalam bahasa Inggris ketika topik yang saya baca menarik | 1 | 2 | 3 | 4 |
| 7.  | Saya suka membaca suatu hal yang baru dalam bahasa Inggris  | 1 | 2 | 3 | 4 |
| 8.  | Saya menikmati membaca ketika saya belajar ide yang rumit dalam materi berbahasa Inggris                    | 1 | 2 | 3 | 4 |
| 9.  | Saya suka ketika topik dari bacaan berbahasa Inggris membuat saya sedikit berfikir                          | 1 | 2 | 3 | 4 |
| 10. | Saya suka menantang diriku ketika membaca dalam bahasa Inggris  | 1 | 2 | 3 | 4 |
| 11. | saya sangat menikmati ketika membaca sebuah cerita yang bagus dan panjang dalam bahasa Inggris              | 1 | 2 | 3 | 4 |
| 12. | Saya sangat menyukai tantangan yang sulit saat membaca dalam bahasa Inggris                                 | 1 | 2 | 3 | 4 |

13. Mudah bagi saya untuk membaca materi bahasa inggris yang sulit, pada saya mendapatkan tugas yang menarik 1 2 3 4
14. Saya kadang tidak dapat mengatur waktu, ketika saya membaca topik yang menarik dalam bahasa inggris 1 2 3 4
15. Saya mungkin akan membaca sesuatu dalam bahasa inggris untuk mengetahui apa yang terjadi di Amerika dan tentang dunia 1 2 3 4
16. Saya menikmati membaca dalam bahasa inggris untuk mengetahui apa yang terjadi di Amerika dan tentang dunia. 1 2 3 4
17. aya bersedia untuk bekerja keras agar saya lebih baik dari teman-teman saya dalam membaca 1 2 3 4
18. Saya suka saat saya menjadi satu-satunya mahasiswa yang mengetahui jawaban dari bahan bacaan yang kami baca dalam bahasa inggris 1 2 3 4
19. Saya senang saat dosen saya mengatakan saya baik dalam membaca dalam bahasa 1 2 3 4

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 20. | Saya akan berusaha mendapatkan jawaban yang paling benar dibanding teman-teman sekilas saya, ketika saya mengerjakan tugas membaca bahasa Inggris | 1 | 2 | 3 | 4 |
| 21. | Saat saya membaca dalam bahasa Inggris, saya suka untuk menyelesaikan tugas membaca saya terlebih dahulu sebelum mahasiswa yang lain              | 1 | 2 | 3 | 4 |
| 22. | Saya suka saat teman saya mengatakan bahwa saya pembaca bahasa Inggris yang baik  | 1 | 2 | 3 | 4 |
| 23. | Saya ingin menjadi yang terbaik dalam membaca bahasa Inggris  | 1 | 2 | 3 | 4 |
| 24. | Saya ingin membaca lebih banyak materi dalam bahasa Inggris, ketika ada teman sekelas saya yang lebih dari saya dalam membaca bahasa Inggris      | 1 | 2 | 3 | 4 |
| 25. | Saya sangat senang saat guru saya meminta saya untuk membaca dalam bahasa Inggris dengan suara keras dikelas                                      | 1 | 2 | 3 | 4 |
| 26. | Saya suka ketika mendapat pujian tentang kemampuan membaca bahasa Inggris   | 1 | 2 | 3 | 4 |
| 27. | Saya sering berpikir bahwa membaca lebih baik dibandingkan dengan yang lain, saat saya membaca dalam bahasa Inggris                               | 1 | 2 | 3 | 4 |

- |     |   |   |   |   |   |
|-----|---|---|---|---|---|
| 28. | Saya belajar membaca dalam bahasa Inggris karena saya merasa senang saat saya mendapat jawaban pertanyaan dosen dengan benar di dalam kelas | 1 | 2 | 3 | 4 |
| 29. | Saya merasa senang ketika seorang teman bertanya dalam tugas mereka membaca dalam bahasa Inggris  | 1 | 2 | 3 | 4 |
| 30. | Sangat penting bagi saya untuk menyelesaikan tugas membaca dalam bahasa Inggris saya tepat waktu  | 1 | 2 | 3 | 4 |
| 31. | Saya membiasakan diri saya untuk menyelesaikan tugas membaca dalam bahasa Inggris tepat waktu   | 1 | 2 | 3 | 4 |
| 32. | Penting bagi saya mendapatkan nilai bagus dalam mata kuliah membaca dalam bahasa Inggris  | 1 | 2 | 3 | 4 |
| 33. | Saya mengerjakan tugas membaca dalam bahasa Inggris sesuai dengan apa yang diperintakan oleh dosen  | 1 | 2 | 3 | 4 |
| 34. | Saya mencari untuk menantikan nilai saya dalam mata kuliah membaca dalam bahasa Inggris   | 1 | 2 | 3 | 4 |
| 35. | Saya membaca dalam bahasa Inggris untuk meningkatkan nilai-nilai saya   | 1 | 2 | 3 | 4 |

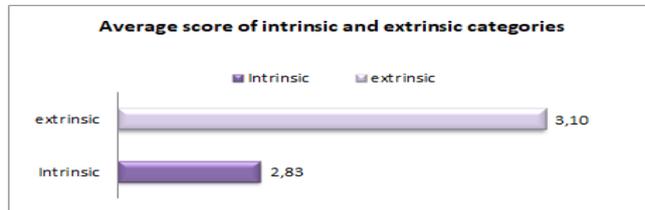
- |     |  |   |   |   |   |
|-----|--|---|---|---|---|
| 36. | Saya berusaha keras dalam menyelesaikan tugas membaca dalam bahasa Inggris ketika tugas itu dinilai  | 1 | 2 | 3 | 4 |
| 37. | Saya mencoba membaca dalam bahasa Inggris karena saya membutuhkan nilai bagus dalam tes TOEFL, IELTS, dll  | 1 | 2 | 3 | 4 |
| 38. | Saya mencoba membaca dalam bahasa Inggris karena saya ingin melihat nilai membaca saya berkembang dalam tes TOEFL, IELTS, dll                                  | 1 | 2 | 3 | 4 |
| 39. | Saya mencoba membaca dalam bahasa Inggris karena saya ingin mendapatkan nilai yang lebih tinggi dibanding teman-teman sekelas saya dalam tes TOEFL, IELTS, dll | 1 | 2 | 3 | 4 |
| 40. | Saya belajar membaca dalam bahasa Inggris karena ingin lebih baik di kelas berikutnya  | 1 | 2 | 3 | 4 |
| 41. | Saya suka menceritakan pada teman saya tentang materi bahasa Inggris yang saya baca  | 1 | 2 | 3 | 4 |
| 42. | Saya dan teman saya suka berbagi tentang apa yang kami baca dalam bahasa Inggris   | 1 | 2 | 3 | 4 |

43.	Saya suka berbicara dengan teman saya tentang apa yang saya baca dalam bahasa Inggris	1	2	3	4
44.	Saya suka mengikuti diskusi kelas tentang apa yang saya baca dalam bahasa Inggris	1	2	3	4
45.	Saya senang ketika seseorang mengetahui kemampuan saya dalam membaca dalam bahasa Inggris	1	2	3	4
46.	Saya mencoba untuk membaca dalam bahasa Inggris sehingga saya dapat mengerti apa yang teman saya bicarakan	1	2	3	4
47.	Saya membaca dalam bahasa Inggris dengan tujuan untuk dapat lulus dalam mata kuliah bahasa Inggris	1	2	3	4

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## APPENDIX 2

Descriptive statistic of overall categories

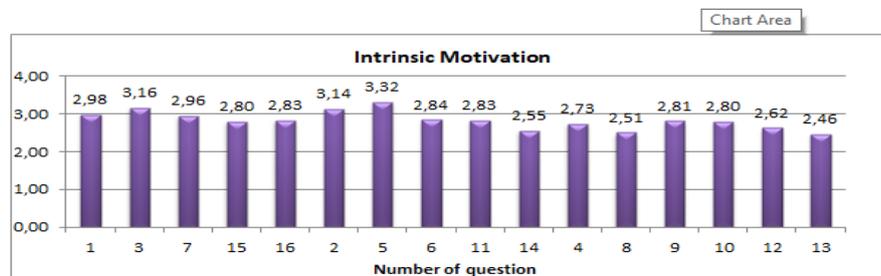


**Figure 3. Diagram of average score of two categories of motivation.**



**Figure 2. The average score of categories of reading motivation**

Descriptive statistic of each category



**Figure 4. Diagram of Intrinsic Motivation**

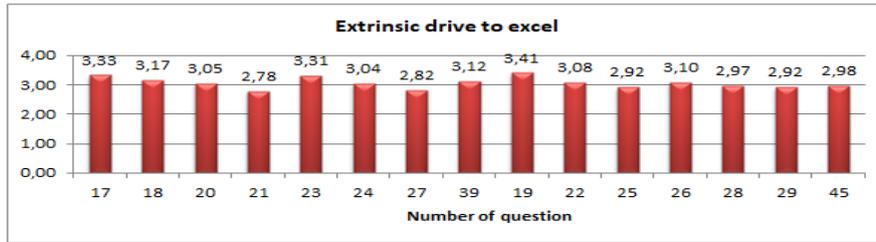


Figure 5. Diagram of extrinsic drive to excel

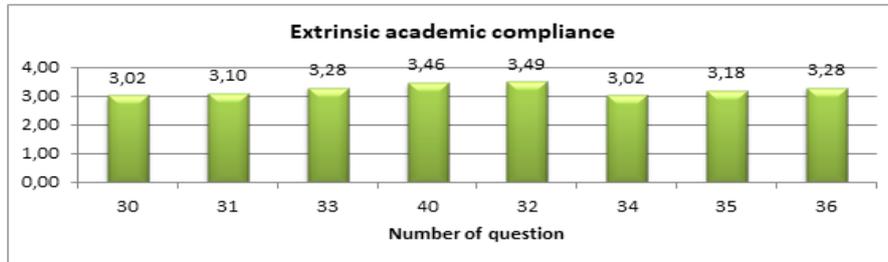


Figure 6. Chart of extrinsic academic compliance

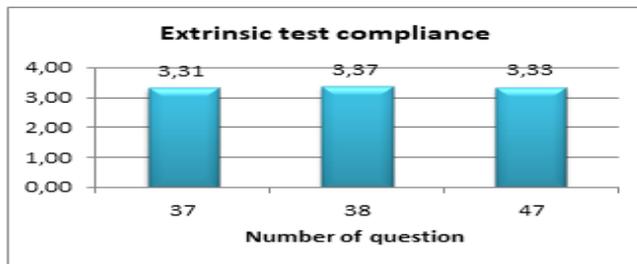


Figure 7. Chart of extrinsic test compliance

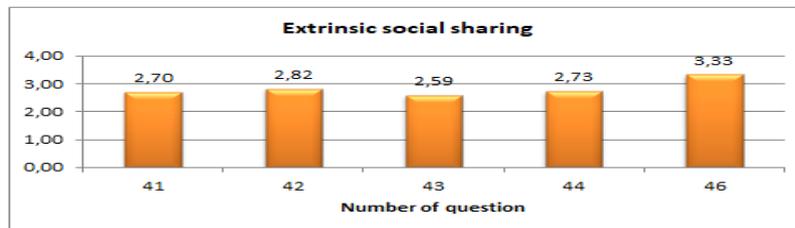


Figure 8. Chart of extrinsic social sharing



## APPENDIX 4



### UNIVERSITAS ISLAM INDONESIA FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Magister Profesi Psikologi (S2), Program D III Bahasa Inggris

#### Surat Keterangan Penelitian

Nomor : 199/Ka.Prodi/10/B.Ing/XII/2017

Yang bertanda tangan di bawah ini:

Nama : **Irma Windy Astuti, S.S., M.Hum.**  
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa yang bersangkutan di bawah ini:

Nama : **Alficia Maudy B. P.**  
NIM : 13322045  
Fakultas : Psikologi dan Ilmu Sosial Budaya  
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian yang di lakukan pada bulan September 2017 di Program Studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya untuk memperoleh data dalam rangka menyusun skripsi yang berjudul “ **A Small – Scale Survey of Reading Motivation of First year Students at Department of English Language Education in Islamic University of Indonesia**”

Demikian keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.



Yogyakarta, 29 Desember 2017

Kaprodi Pendidikan Bahasa Inggris FPSB UII

**Irma Windy Astuti, S.S., M.Hum.**

