

AN INVESTIGATION OF READING MOTIVATIONS AND READING STRATEGIES OF THE FOURTH SEMESTER STUDENTS OF UNIVERSITY OF ISLAM MALANG

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Abstract

Reading is well-known as a very boring activity while it is also one of English crucial skills to master since students can improve their vocabulary, writing skill, speaking skill at once through reading. This fact creates several questions on researcher's mind; why mostly students are less motivated to read, how to make the students motivated to read, what reading strategy characteristic they have during reading activity, and etc. Those questions drove the researcher to do an investigation on students' reading motivations and students' reading strategy. To cover up these questions, the researcher selected high reading achievers of English department of University of Islam Malang as the participants of this research. The researcher did a qualitative research by adapting two likert questionnaires to find out students' reading motivation (MRQ) and students' reading strategy (SORS). Based on MQR which consists of 11 indicators, the research findings show that high reading achievers are motivated to read because of their reading curiosity with mean 20.33, reading involvement (enjoyment) with mean 18.93, and their competitive characteristic to be high reading achievers with mean 18.45. Furthermore, those high reading achievers implement GLOB reading strategy as to get the point of the reading text easily.

Keyword: Reading Motivations, Reading Strategies

INTRODUCTION

In education world, motivation is a key to achieve the learning-process goals. Filgona et al (2020) stated that motivation is a part of human's psychology affecting people to figure out any kinds of problematic cases with any kinds of ways since motivation involves desire, urge, interest, attitudes to achieve a certain goal. Filgona et al (2020) stated that motivation is considered as mental impulse that can trigger humans' habit especially learning habits. This statement clearly shows that all learners have to have motivations to learn any kinds of science either structural education or life education to widen their logical thoughts in solving problems of life and view how the world goes on. Reading motivation/engagement needs to be considered as one of students' manner to achieve satisfying reading scores.

In another case, learning strategies are also as crucial as motivations in determining students' achievement. According to Schumaker and Deshler (2006) as cited in to Prothero & Clarke (2008) learning strategy is students' problem solving approach to some cases of task involving thoughts, executing, and evaluating its outcomes. Furthermore, Nancy & Suzanne (2008) also mentioned in their book that learning strategies give some benefits for students, such as; improving students' performance, increasing students' independence and engagement with learning, and increasing students' ability. In addition, Prothero & Clarke (2008) stated that one of learning strategies is used on reading skill improvement; when students face a complex text to understand, they should try to select several reading strategies to get the points of the text. According to Ramos (2018) "reading strategies then can be defined as specific tactics carried out by readers to comprehend the intended meaning of a text".

From the detail background issues about reading in general, reading motivation, and reading strategies explained above, and any suggestions mentioned in the previous studies which only investigated students reading motivations without knowing what reading strategies they want in triggering their reading motivations for the next research to consider about integrating reading motivation and reading strategies into an observation since those both variables might relate one another in determining students reading achievement.

METHOD

A qualitative research is selected to be the research design of this study since the researcher wants to “gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants” (Palmer & Bolderston, 2006). Specifically, the researcher wonders how students’ social phenomena (having high reading achievement) get affected by students’ subjective experiences (students’ reading motivation and students’ reading strategies). To get the data of this qualitative study, the researcher builds concepts by using likert scale questionnaires and interview about students’ reading motivations and reading strategies to conclude the answers of the research questions then relate those findings with several previous research theories.

In this study, the researcher purely plays a role as an observer who just provided all the instruments of the study in the form of likert scale questionnaire. The researcher used an expert validation to validate the questionnaire since all questionnaires are adopted. Besides, the researcher also becomes an interviewer with several questions to be additional information about students’ reading motivations. Furthermore, University of Islam Malang was selected to be the setting and English department students are selected to be the participants of this study since this study investigates about reading skill which is one of lecturing subjects of English department.

Before starting to spread the questionnaire to the participants (the 4th semester of English learner of University of Islam Malang), the researcher did a selection to the students who achieved grade A of reading subject. It aims to explore how the high-achievement students achieve grade A of their reading subject. When the researcher had got the data of high-achievement students, the researcher started to spread the questionnaire to the students. Since corona virus became the backstop of face-to-face meetings for any levels of students including university students, the researcher shared the questionnaire virtually in the form of Google form consisting of two kinds liker scales questionnaire about students’ reading motivation, students’ reading strategy, and one open-minded questionnaire about students’ reading motivation. Last of all, the researcher analyzed all the incoming data of Google form questionnaire and related all the data gotten to find out how high-achievement students achieve high score of reading subject.

After gaining the data from the participants, the researcher did several steps to analyze the data either from the interview records or the likert scale questionnaire collected through Google form. Adapted ways of analytic steps in qualitative research by Akinyode & Khan, 2018 involve several steps, those are; data logging, anecdotes, vignettes, data coding, descriptive statistic.

FINDINGS

The first research question is about *how university students engage their motivations to read*. This case is investigated by adopting likert scale questionnaire about students’ reading motivations by Wigfield and Guthrie (1997) with 4 ranges from 1 – 4 (1. Strongly disagree, 2. Disagree, 3. Agree, 4. Strongly Disagree) and 11 indicators, those are; reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading recognition for reading, reading for grades, social reasons for reading, competitions in reading, compliance, and reading work avoidance. About *how university students engage their motivations to read*, the researcher used descriptive statistic to know what indicators dominantly motivated the students by focusing on the mean of each indicator. The following table is the results of descriptive statistic of each reading motivation indicator;

Table 1. The Result of Students Motivations for Reading Quistionnaire (MRQ)

No.	Domains	Mean	Mean of Agreement	Percentage
1.	Reading Curiosity	196.5	3.39	84.70
2.	Reading Efficacy	194.67	3.36	83.91
3.	Compliance	185	3.19	79.74
4.	Reading Involvement	183	3.16	78.88
5.	Competition in Reading	178.33	3.07	76.87
6.	Recognition for Reading	177.2	3.06	76.38
7.	Reading Challenge	175	3.02	75.43
8.	Reading for Grades	173	3	74.57
9.	Importance of Reading	171	3	73.71
10.	Social Reason for Reading	148.17	2.41	63.86
11.	Reading work Avoidance	143.25	2.47	61.75

The second research question of this study is *how university students utilize their reading motivations to their reading strategy preference*. This research problem was solve by adopting likert scale questionnaire of Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002) consisting 30 questions with 3 indicators/domains (*GLOB= global reading strategies, PROB= problem-solving strategies, SUP= support strategies*). About *how university students utilize their reading motivations to their reading strategy preference*, the researcher used descriptive statistic to know what indicator dominantly used by the students based on the dominant role of reading motivation indicator selected. The following table is the results of descriptive statistic of each reading motivation indicator;

Table 2. The Result of Students Reading Strategy Quistionnaire (SORS)

No	Domains	Mean	Mean of Agreement	Percentage
1	PROB	231.4	3.99	79.8
2	SUP	220	3.8	76.6
3	GLOB	220	3.8	76

DISCUSSION

Reading curiosity gained the highest mean among 11 domains of reading motivations. This shows that curiosity is a big deal within the students' soul to dig more students' intelligence capability, specifically in reading activity. Reading curiosity is mostly chosen as the most effective domain of students' reading motivation. It is supported by Gurning & Siregar (2017) statement that reading curiosity is the most approval domain in engaging students' reading motivation proven by the finding of their research that the higher the students' curiosity, the better the students reading comprehension. Based on the data obtained, mostly students agreed that reading curiosity is one of students' reading motivations since interest is a main aspect to urge the students' motivation to read; the more students feel interested in a book, the more they feel motivated to read (Irmawati, 2014). It is also supported by Donal (2018) interest is very important in reading activity since interest is essentially a desire for someone to do something that is based on pleasure and without coercion. This statement supports that when students have a big interest on something, they will start to feel curios and motivated to dig more about it. This research finding is supported by the previous study by Dhaki and Demanik (2018) that reading curiosity also gained the highest mean with 92.22% participants who agreed with this domain as the strongest effective intrinsic motivations that could trigger students to read a lot and improve their reading comprehension capability.

Reading efficacy is the second mostly selected as reading motivation indicator defined as positive personal judgment and assessment toward their reading skill through personal testing such reading an English textbook; the higher the students' reading efficacy, the higher they survive to show their capacity even facing many difficulties (Asriati, Atmowardoyo, & Jabu, 2018). Based on Table 4.2 (Categories of Dimension for Types of Motivation), reading efficacy is classified as intrinsic motivation which reflects closely to students' self-assessment, self-confidence, self-measurement to have better self-development of reading skill (Olmez, 2015). This efficacy should be preserved by all students since this certainly helped them to fight their laziness or pessimism when they face some complexities during reading activity or found difficult texts to comprehend; this might be caused by their reliance of their competency (Muliati, 2017). Additionally, Schunk & Pajares (2009) found that those students who had high reading self-efficacy gained high reading scores while the low reading efficacy got low reading scores.

Compliance is selected as the third domain which effectively boosts students' reading motivation and included into extrinsic motivation based on Table 4.2 (Categories of Dimension for Types of Motivation). Extrinsic motivation is external factor which can trigger students' motivations to read, for example; rewards, points, parents' appreciation, etc. (Ambarwati, 2019). Furthermore, compliance is defined as students' feeling responsible on their duty as students such fulfilling teachers' expectation by finishing their schoolwork; the higher the students' compliance the more responsible they do their duty as student (Ambarwati, 2019). It has been found by Wright & Brown (2006) that students with high reading efficacy tend to have more motivation to complete the task which also positively influences their reading comprehension ability. Wentzel & Wigfield (1998) also support that those students with high reading compliance will have more responsibility, feel motivated to finish the task whether in group or individual, and will subsequently create positive reading outcomes. This research finding has the same result that reading compliance placed the third position with previous study by Dhaki & Damanik (2018) about students' reading motivation with 77.67% participants agreed.

PROB (Problem-solving Strategy) gains the highest mean 231.4 with 79.8% participants who frequently utilized the whole manners of PROB reading strategy. This finding has similarities with li & Kaur (2014) that PROB is most frequently utilized by the students since they directly keep in touch with the text to solve several questions related to the text; this strategy is appropriately used during doing a test. This results occurred might be caused by the sampling technique of this research that the high reading achievers selected this method after having reading TOEFL test. This fact shows that PROB reading strategy is appropriate to use during doing reading task (Sari, 2017).

SUP (Support Strategy) gains the same mean with GLOB 220 with 76% who implemented this metacognitive reading strategy. This finding is supported by li & Kaur (2014) findings that mostly students feel facilitated to get the points of the text by underline or circle information in the text to help the students remember it while this research finding also has positive responses from the respondents. Otherwise, analyzing from these statement reading strategies are appropriate to use during the students got free reading like reading an English novels, English journals, etc. and not appropriate to use during doing reading tasks since it takes more time to read (Sari, 2017).

GLOB (Global Reading Strategies) gains the same mean with SUP 220 with 76% participant who utilized this reading strategy. This finding also has supportive reference that GLOB is an effective strategy to read comprehensively by li & Kaur (2014) that mostly students tend to guess the text when they encounter unknown words during reading activity, and intentionally sum up the text. Sari (2017) Stated that GLOB reading strategy is commonly used by readers when they have purpose in mind to read, for example; reading references to compose essay or scientific writing.

CONCLUSION

The first research problem *how university students engage their motivations to read* was investigated by using MRQ likert questionnaire having 11 indicators (*reading efficacy, reading*

challenge, reading curiosity, reading involvement, importance of reading, reading work avoidance, competition in reading, recognition for reading, reading for grades, social reasons, and reading compliance) to 58 English department students of UNISMA; its findings show that There are 9 indicators positively rated by the participants, those are; Reading curiosity, reading efficacy, and compliance selected as the top three frequently affected the students' reading motivations. Another case, the reading strategy which is mostly utilized by high reading achievers is PROB (Problem-solving Strategy) with 79.8% while SUP (Support Strategy) and GLOB (Global Strategy) gained the same rate with 76% of participants. This finding implicates that when those reading strategies are appropriately utilized based on the students' need, it certainly improve their reading comprehension skill and achievement.

As a results, those students who are motivated to read by those three most selected indicator to get grade A for their reading score dominantly implemented PROB as their reading strategy, the reading lecturers should try to involve PROB during teaching and learning process to improve the students' reading skill competence. Since the researcher of this study has investigated what motivated the high reading achievers to read, and what reading strategy characteristic they often implement while reading, the researcher suggests the next researcher to do a quantitative research whether or not the students' reading motivation and reading strategies are correlated.

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