

# **A STUDY ON THE RELATIONSHIP OF READING MOTIVATION AND ENGAGEMENT ON-SCREEN READING PLATFORMS AMONG UNDERGRADUATE STUDENTS**

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**Abstract:** This study investigates the relationship between reading motivation and engagement on digital reading platforms among undergraduate students. With the increasing reliance on digital platforms for academic activities, understanding their impact on students' reading behavior is crucial. Utilizing quantitative methods, the study used three different questionnaires. The first questionnaire measured the relationship with digital reading platforms and contained 28 valid questions with a reliability score of 0.964. The second assessed reading motivation, with 29 valid questions and a reliability score of 0.963. The third evaluated engagement in reading, with 16 valid items and a reliability score of 0.900. These questionnaires measured motivation and engagement across various digital media, including e-books, online articles, and interactive learning modules. The findings showed a positive correlation between digital reading platforms and increased intrinsic motivation and cognitive engagement. These results suggest that digital reading platforms can enhance students' interest and engagement in reading activities. Consequently, the study recommends developing educational strategies that utilize digital platforms to support literacy and academic engagement and emphasizes improving digital literacy among university students to maximize the benefits of technology in learning.

**Keywords:** Reading Motivation, Engagement, Screen Reading

## INTRODUCTION

English is very important in the era of globalization, people have many reason to study English for the future (Ni'mah, 2022). In learning English people must to master four skills, especially reading. Reading is a basic skill that is essential for cognitive development, knowledge acquisition, and personal enrichment. It serves as a gateway to learning, critical thinking, and cultural engagement in various areas of life. However, the emergence of digital technology has changed the reading landscape significantly. The development of digital platforms, which include e-books, online articles, audiobooks, and interactive reading interfaces, has revolutionized the way individuals access and interact with written content.

The integration of digital technology into reading practices has ushered in a new era, increasing the accessibility and convenience of reading materials. These digital platforms have democratized information, offering a variety of resources that are accessible to everyone. Additionally, the incorporation of multimedia elements, interactive features, and customizable formats in digital reading platforms not only expands the range of content available but also changes the reading experience itself.

Research conducted by (Anggraini et al., 2022) explored the correlation pattern between online reading, offline reading, awareness of metacognitive reading strategies, and general English language proficiency. This research contributes to understanding the complex relationship between different reading modalities and cognitive strategies, providing insight into how different reading practices and levels of awareness impact language proficiency.

Understanding the differences in how screen reading platforms impact undergraduate students' motivation and engagement is critical in an era where digital literacy is tied to academic success. The transition from print materials to digital interfaces presents an opportune moment to dig deeper into the factors underlying students' reading experiences and their intrinsic drive to engage with diverse textual content. In recent years, developments in digital technology have revolutionized the way individuals consume information and interact with textual content. This

evolution is especially evident in the academic environment, where undergraduate students, accustomed to digital environments, are increasingly relying on screen reading platforms for their academic activities. This platform includes a variety of digital media, from e-books, online articles, and scientific databases, to interactive learning modules.

Motivation plays an important role in shaping an individual's reading behavior and comprehension abilities. The study conducted by Cho et al. (2019) on motivational predictors of readers' reading comprehension difficulties explored the effects of mindset, achievement goals, and engagement on reading outcomes. This research highlights how mindsets, which include beliefs about intelligence and abilities, significantly influence readers' approaches to challenging texts. Additionally, achievement goals, such as mastery or performance goals, determine the strategies individuals use during reading, thereby impacting their level of comprehension. Additionally, the level of engagement, both cognitive and affective, has been identified as an important factor influencing reading comprehension. Understanding these motivational predictors will be important in understanding how they interact and influence undergraduate students' reading motivation and engagement levels, especially regarding the integration of screen reading platforms.

Several studies have explored the factors that influence college students' engagement in mobile reading. For example, in a study by Christenson et al., (2012) there are various conceptualizations of engagement, including traits or qualities, predictors of outcomes, and dispositions in certain contexts. It is a requirement for active learning which is defined as students' continuous efforts to achieve learning goals through the learning process (Mercer, 2019). It can also refer to the time and effort students put into meeting academic standards set by teachers and institutions (Carbonaro, 2005). Researchers divide learning engagement into several categories, from two to several dimensions.

Two categories of involvement were distinguished by (Skinner et al., 2008) outer involvement (teacher support, self-systems, and the involvement itself) and

inner involvement (behavioral and emotional involvement). Action initiation, effort, exertion, effort, persistence, intensity, attention, absorption, and participation are all considered components of behavioral engagement. Enthusiasm, curiosity, joy, satisfaction, pride, passion, and enthusiasm are some of the emotional statements that characterize emotional involvement. It is stated that behavioral and emotional engagement are indicative forms of learning engagement when these predictors of learning engagement are divided into indicators and facilitators. Two other predictors that support behavior change are self-perception and instructor support.

However, there is a need for quantitative studies that specifically investigate the correlation between screen reading platforms and reading motivation and engagement among undergraduate students. A study by (Rifiyani et al., 2022) compared the reading achievement of EFL students who read on screen versus printed text. The study found that there was no significant difference in reading achievement between the two groups. Another study conducted by Saykili (2019) explored the impact of digital connecting technology on higher education in the digital era. This study found that digital technology has changed the way students learn and interact with academic material.

In conclusion, the proposed research aims to fill the research gap in investigating the correlation between screen reading platforms and reading motivation and engagement among undergraduate students. This study will use standardized instruments to measure reading motivation and engagement among undergraduate students across a variety of screen reading platforms. The findings of this study will provide insight into the impact of screen reading platforms on reading motivation and engagement and contribute to the development of effective reading strategies for undergraduate students. Therefore, this study aims to answer two Research Questions:

1. Is there a correlation between students' reading motivation and screen reading platforms?
2. Is there a relationship between students reading engagement and screen reading platforms?

## **METHOD**

### **Research Design**

This research uses a quantitative research approach with a correlational design. The aim was to investigate the relationship between screen reading platforms (such as books, tablets, and mobile phones) and motivation and engagement in reading among undergraduate students. The independent variables in this research are the screen guidance service platform used by students; the dependent variables are reading motivation and student engagement.

### **Participants**

The population for this research involved undergraduate students at the Universitas Islam Malang, especially in the eight semester. The sampling method used was convenience sampling. This was chosen to facilitate access and collect data from a more practically available population, especially from undergraduate students who use various screen reading platforms in a college environment. With this approach, researchers can quickly get respondents who fit the criteria without having to consider equality of opportunity for all individuals in the population.

### **Instruments**

This research used three questionnaires to measure the relationship between screen reading platforms and motivation and engagement in reading. To investigate the relationship between screen reading platforms, the questionnaire used was by Prastowo (2019), which originally contained 33 questions, but only 28 of them were valid with a reliability score of 0.964. The responses to this questionnaire were interpreted using a Likert scale where 1 meant "Sangat Setuju," 2 meant "Setuju," 3 meant "Netral," 4 meant "Tidak Setuju," and 5 meant "Sangat Tidak Setuju." Meanwhile, the level of reading motivation was measured using the work of Komiyama (2013), which originally contained 30 questions, but only 29 of them were valid with a reliability score of 0.963. Similar to the first questionnaire, the responses were interpreted using the same Likert scale. Additionally, engagement in reading was assessed using a questionnaire by Whitaker (2009), which originally contained

17 items, but only 16 of them were valid with a reliability score of 0.900. The responses to this questionnaire were also interpreted using the same Likert scale. The results of these questionnaires will be interpreted using Oxford's (1990) interpretation, with the criteria: high (3.45 to 5.00), medium (2.45 to 3.44), and low (1.00 to 2.44).

### **Data Collection**

In collecting data for this research, respondents were asked to fill out a questionnaire via the Google Forms platform which was shared via WhatsApp messages. The contents of the questionnaire include demographic information, participation consent, as well as questions related to reading motivation and engagement in reading. Respondents were asked to respond to questions designed according to the research instruments used. The estimated time required to complete the entire questionnaire is around 15-20 minutes. With this approach, research can collect comprehensive data on reading motivation and engagement in reading, while ensuring respondents' comfort with using a digital platform for completing questionnaires.

### **Data Analysis**

Two analyses were used in this research, the first of which is descriptive statistics to measure the level of relationship between the use of the screen guidance service platform and motivation and engagement in reading. Furthermore, correlation analysis was conducted to evaluate the relationship between the variables studied, providing a deeper understanding of these relationships.

## **FINDINGS AND DISCUSSIONS**

### **Findings**

#### ***Level of Screen Reading***

The level of screen reading among undergraduate students was assessed using a set of 28 items, each rated on a scale from 1 to 5. The descriptive statistics for these items are presented in the table below.

**Table 1. Level of Screen Reading**

|                | N  | Mean | Std. Deviation | Levels   |
|----------------|----|------|----------------|----------|
| Screen Reading | 60 | 2.57 | 1.075          | Moderate |

Based on the data in table 1, it can be concluded that the average score of screen reading ability is 2.57. The average score indicates that the respondents' screen reading ability is moderate.

### ***Level of Motivation***

The level of motivation among undergraduate students was evaluated using a 29-item questionnaire. Each item was rated on a scale from 1 to 5, and the descriptive statistics are summarized in the table below

**Table 2. Level of Motivation**

|            | N  | Mean | Std. Deviation | Levels   |
|------------|----|------|----------------|----------|
| Motivation | 60 | 2.59 | 1.031          | Moderate |

Data in Table 2, shows that the mean value of motivation level is 2.59. This average value shows that the respondent's motivation level is at a medium level.

### ***Level of Engagement***

The level of engagement among undergraduate students was measured using a 16-item scale, with each item rated from 1 to 5. The descriptive statistics are displayed in the table below.

**Table 3. Writing Performances Levels**

|                     | N  | Mean  | Std. Deviation | Levels |
|---------------------|----|-------|----------------|--------|
| Writing Performance | 65 | 83.48 | 3.734          | High   |

Data in Table 3, shows that the mean value for level of engagement is 2.64. This average value indicates that the respondents level of engagement is at a moderate level.

### ***Correlation between Motivation and Screen Reading***

This section investigates the relationship between motivation and screen reading ability among undergraduate students. The correlation analysis aims to determine whether a significant association exists between these two variables.

**Table 4. Correlation between Motivation and Screen Reading**

|                |                       | Screen Reading | Motivation |
|----------------|-----------------------|----------------|------------|
| Screen Reading | Pearson Correlation   | 1              | .867**     |
|                | Sig. (2-tailed)       |                | <.001      |
|                | N                     | 60             | 60         |
| Motivation     | Pearsonal Correlation | .867**         | 1          |
|                | Sig. (2-tailed)       | <.001          |            |
|                | N                     | 60             | 60         |

Table 4 it can be concluded that there is a very strong relationship between motivation and screen reading ability with the significance value for this correlation being less than 0.001 (<.005). This means that respondents with high motivation tend to have better screen reading skills. Conversely, respondents with low motivation tend to have lower screen reading ability

#### ***Correlation between Engagement and Screen Reading***

This section examines the relationship between engagement and screen reading ability among undergraduate students. The correlation analysis seeks to establish whether there is a significant connection between these two variables.

**Table 5. Correlation between Engagement and Screen Reading**

|                |                       | Screen Reading | Engagement |
|----------------|-----------------------|----------------|------------|
| Screen Reading | Pearson Correlation   | 1              | .821**     |
|                | Sig. (2-tailed)       |                | <.001      |
|                | N                     | 60             | 60         |
| Engagement     | Pearsonal Correlation | .821**         | 1          |
|                | Sig. (2-tailed)       | <.001          |            |
|                | N                     | 60             | 60         |



Table 5, it can be concluded that there is a very strong relationship between engagement and screen reading with the significance value for this correlation being less than 0.001 ( $<.005$ ). This means that respondents who have high engagement tend to have lower screen reading ability.

## **Discussion**

This discussion focuses on two main aspects: the level of screen reading ability and the level of reading motivation among university students. The results showed that the respondents' screen reading ability was at a moderate level with an average score of 2.57. This finding is consistent with the study by Anggraini et al., which states that there is a correlation pattern between online reading, offline reading, and metacognitive strategies in reading. Their research suggests that various reading modalities can affect general language ability, including on-screen reading skills. In this context, our study adds evidence that college students' on-screen reading skills are at a moderate level, reflecting the general trend in digital literacy among college students. Additionally, the results also showed that the respondents' reading motivation was at a moderate level. Reading motivation was measured using a questionnaire adapted from Komiyama, with valid and reliable results. These results align with research by Cho et al., who found that motivation plays an important role in shaping reading behavior and text comprehension ability. They identified that mindset, achievement goals, and engagement strongly influence reading outcomes. Our research reinforces these findings by showing that reading motivation among university students is at a moderate level, suggesting potential to improve motivation through appropriate interventions. Moreover, this study found that digital reading platforms have a positive influence on reading motivation and engagement. These findings are consistent with the study by Li et al., which showed that the use of social annotation tools such as Perusall can increase reading motivation, especially extrinsic motivation. They found that interaction with peers and engagement with texts collaboratively increased the preference for reading academic texts online. Additionally, a study by Kaban on personalized e-reading approaches found that

personalized feedback can increase student engagement and motivation. Research by Alsawaier on gamification in education is also relevant to our findings. They found that gamification can increase motivation and engagement in educational contexts, which aligns with our findings that digital reading platforms can be used to increase reading motivation among university students. The results of this study have important implications for teachers and researchers. For teachers, the findings can be used to develop more engaging and effective learning strategies by utilizing digital reading platforms. The use of digital technology in learning can increase student motivation and engagement, thereby improving learning outcomes. For researchers, the findings provide a basis for further research in digital literacy and the influence of technology on reading motivation and engagement. This study not only provides a deeper understanding of the relationship between digital reading platforms and reading motivation and engagement but also makes an important contribution to the existing literature and opens up opportunities for future research.

## **CONCLUSIONS AND SUGGESTIONS**

This study investigated the level of screen reading ability, reading motivation, and reading engagement among university students. The results showed that college students' screen reading skills were at a moderate level, with a mean score of 2.57, suggesting that while students are familiar with digital technology, there remains significant room for improvement in their screen reading abilities. Additionally, students' reading motivation was found to be at a moderate level, indicating the potential to further enhance their interest in reading activities, as higher motivation is often linked to greater engagement and better text comprehension. The study also discovered that students' reading engagement can be improved through the use of interactive and collaborative digital reading platforms, which make reading more enjoyable and thus encourage more frequent participation in reading activities. Overall, this study underscores the importance of implementing appropriate strategies and interventions to boost students' reading ability, motivation, and engagement. By effectively integrating digital technology and providing necessary support, students

are likely to become more engaged in reading activities, ultimately leading to improved learning outcomes. Further research is needed to explore additional factors that influence screen reading ability, motivation, and engagement, as well as to develop more effective intervention methods. Based on these findings, educational institutions are encouraged to integrate digital technology into the learning process, utilizing interactive platforms such as e-books, social annotation apps, and gamification tools to create a more dynamic and engaging reading experience. Digital literacy training should be prioritized to enhance students' on-screen reading skills, including metacognitive strategies for effective digital reading, such as time management, source selection, and text comprehension techniques. Personalized feedback and reward systems could also be implemented to boost reading motivation. Further research should explore factors such as educational background, reading preferences, and technology use to provide more comprehensive insights, with longitudinal studies offering valuable information on the long-term effects of these interventions. Collaboration between educators, researchers, and educational technology developers is essential to create effective and sustainable solutions, ensuring continuous support for improving digital literacy among students and preparing them to succeed in an increasingly digital world.

## **ACKNOWLEDGEMENT**

The author expresses deep gratitude to Dr. Alfian Zuhairi, M.Pd., and Dr. Imam Wahyudi Karimullah, S.S., MA., for their exceptional guidance as thesis supervisors. Appreciation is also given to everyone who provided moral and material support during this research.

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