A Survey Study of Reading Motivation of EFL Undergraduate Students.

A Thesis

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

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Conveyed by:

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FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

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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, 17 July of 2020

The writer,



Himmah Monica Witara Albasyar

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MOTTO

“When you lost yourself, just remember you still have Allah in your heart.”

DEDICATION

Gratefully and thankfully, this thesis is dedicated to all people who always pray and give support in finishing this thesis :

1. My beloved parent, Ir. Hasby Basyar and Mayna (Alm) who always has sincerity to grow me up, love, educate, pray for me until getting success and support me at all until I can accomplish the thesis.
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ABSTRACT

The objective of this study is to identify reading motivation of undergraduate university students. This study was conducted in one of private university at Yogyakarta, the participants were 51 respondents from freshmen undergraduate students batch 2019. The method used was quantitative research and the design survey study. This study used motivation reading questionnaire Guthrie and Wang (2004) as adopted by Komiyama (2013) contained 8 domains (curiosity 5, competition 8, involvement 5, challenge 6, recognition 7, compliance 5, grades 4, social sharing 4) 44 items. In this study, there are two domain in this questionnaire eight categories are identified. The findings show intrinsic motivation(involvement, preference of challenge, curiosity) has higher mean (M=.38.52 & SD 0.07) than extrinsic motivation (competition, compliance, grade, recognition, social sharing) mean (M= 25.75 and SD=0.11)

Keywords: Reading motivation, Intensive reading coursework, survey study

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the paper. It covers the background of the study, identification of the problem, the aims of the study and the significance of the study.

1.1 Background of the Study

Reading motivation is not a new thing in reading skills, because reading motivation takes important rules in learning. Reading in a foreign language is not easy because they need the effort to guess the meaning or define the word and then combine the meaning of words into sentences that provide information. Reading in foreign language students need motivation in their learning process because motivation influence human self-system to help someone achieve their goals, for an example students "A" have a higher score in class because she studies and accomplishes all assignment then she gets her scholarship and gets a new smartphone, there are reasons help her to achieve her goals. Meanwhile, when students have a low motivation they tend to fail in the class. (Guthrie, et al 2004) motivation for reading is important because it helps students in reading achievement and success at School. When someone feels interested in a reading activity they will enjoy doing the reading task.

According to Alhamdu (2015) when someone enjoys doing reading they put some effort into it, such as attention, engagement, concentration, and willing to spend their time on reading. While students have a reading motivation they will engage with the reading activity that is made better understanding. There are two types in reading motivation, the first intrinsic motivation that comes from our desire, interest, curiosity and enjoyment. Second extrinsic motivation from external factor such as to get a good score, pursuit scholarship and so on. In the other hand students feel curious with a book actually, they willing to read it, even not at that time but it might be on the next day, this kind of will to read, willing to learn something new, or they capable to read it, the following explanation before it is can call as motivation, desire to learn something new. Based on Kyriacou & Zhu (2008) said that extrinsic motivation influence china learners to get a higher education, career, success in academic, and success in academic stemming from recognizing the importance of English as a world popular language.

Motivation affects students' reading habit or learning style. According to Tercanlioglu (2001) the first aspect of reading motivations is based on the efficacy belief constructs, and also includes the notion that reading is often something that requires hard work to achieve. Understanding English is not easy because it requires a lot of vocabulary, also to get new vocabulary students to have to get used to reading or listening to English.

Improve the quality of reading sometimes requires encouragement in ourselves and willingness to learn something anew, or encouragement from our environment can also affect a person. Indirectly Motivation can influence students to get good grades or increase values in themselves. According to Ryan & Deci (2000), someone who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated.

The previous research by Sani, Chik, Nik, & Raslee, (2011) discussed the level of reading motivation and their strategies when they read an academic text, the result showed that the undergraduates' motivation to read had an influenced the use of the reading strategy. Thus, reading motivation does influence the acquisition of reading skills and there is a possibility that the higher reading motivation, the higher the tendency to use high-level reading skills such as metacognitive which is a necessity for students' effective reading. The study conducted in University Technology MARA Dungun. However, previous research in English as a second language in Malaysia.

Dhanpala & Hirakawa (2015) try to find out about how the process of motivation can give benefit on understanding the meaning of the text, in this research total sample, was 406 Sri Lankan university students in Sri Lanka. The researcher took the data used Students' L2 text comprehension and reading motivation were assessed using a reading comprehension test and a reading motivation and attitude questionnaire.

A study from Schutte & Malouff (2007) discuss the development of an adult reading motivation scale, that involves 370 adult range of age is from 18 – 77, using a pool of reading motivation items was created based on reading engagement theory and the children's Motivation for Reading Questionnaire. They found reading motivation in adults can be viewed as an overall motivational construct that consists of interrelated motivational dimensions. An important dimension relating to intrinsic motivation is viewing reading as being part of the self. Adult reading motivation is associated with enjoyment of reading and reading patterns. A better understanding of adult reading motivation may help those who support adult readers.

Then research by Kim (2010). "Reading motivation in two languages: an examination of EFL college students in Korea", this study tried to find out the basic factor of motivation on language learning on foreigner (L2) context. This is also to check the correlation between L1 and L2 reading motivation and any differences in reading motivation based on the learners' academic majors and L2 reading proficiency. This research took a total sample of 259 Korean EFL students at the university level (120 males and 139 females) participated in the study. A 30-item questionnaire was constructed based on the studies by (Guthrie, 1997). All the studies above are chosen as the relevant studies to this research because all of the studies aim to investigate Reading Motivation on undergraduate student.

Those research are relevant to this study, in reality reading is a common issue from the past until now because most of our activity is related to reading skill. Although many studies have been done in term reading motivation on ESL context, a little research using freshmen especially in major English language education department undergraduate students as the respondent, it seems that reading motivation still less explored to be discussed as a research. This research try to emphasize reading motivation in EFL undergraduate student especially in major English language education department in one of a private university in Yogyakarta.

1.2 Identification of the Problem.

The researcher to identify what is the type of reading motivation that influences among undergraduate students. Based on the researcher experience in reading class the students should read some text in a short time, the lecture gives to learner two type text, short and long text then the student should have a higher motivation to get a good score in the class.

1.3 Limitation of the Problem

The researcher limited the research on a survey of reading motivation of undergraduate students who takes Intensive Reading Class at English Language Education Department in one of private University at

Yogyakarta batch 2019/2020 and also this research limited only focus on the survey of students motivation in reading.

1.4 Objectives of the study

This research aims to map what type of reading motivation of students in an reading class in one private university at Yogyakarta especially English Language Department major.

1.5 Formulation of the Problem

Regarding the issues mentioned above, this study tries to overcome the following question:

What are type of Reading motivation that influence the undergraduate students at English Language Education Department in one of private University at Yogyakarta?

1.6 Significance of the Study

This expected study will contribute to the following aspects. Provide information for further researcher regarding the highest and lowest on reading motivation by the learners while reading. For University Students of English Language Education, through this study, the researcher hopes that this study can help students and give benefit for the subsequent research of English Language Education.

CHAPTER II

LITERATURE REVIEW

This chapter explains about theories of the study. It covers the theories of Reading Motivation of EFL undergraduate students in the Faculty of Psychology social and Culture University Islam Indonesia, the relevance of the study and key term of definition.

2.1 The Importance of reading motivation on adults.

Reading is one of the abilities of a human, the ability to read capable to combine language structure becomes a sentence and give information to the reader. There are many different purposes for reading. Sometimes people read a textbook to learn the material, read for pleasure, and so on. According to Scales & Rhee (2001) on his research the reader has a purpose when they read a book, doing preview text, get meaning from the text, and share what they read. Reading is a common thing nowadays because all the activity required reading skill, while reading, humans have their motivation on it whether to improve comprehension or gain knowledge. Reading motivation can enhance learning performance and a better life, (Alhamdu 2015).

Everyone has reading motivation in their life because it naturally comes from our self, motivation encourage s someone performance in every skill. Students have high reading motivation surely willing doing a reading activity or reading assignment because they enjoy it. Based on

Shutte (2007) adult reading motivation might more be affected by intrinsic motivation and self-regulation. Desire to learning something new is one of category from reading motivation. The topics in English textbook should be interesting to the reader because it can trigger the desire of learner to read in English, (Yuliandari et al 2017).

Other than that, it seems uneasy to comprehend the content on foreign language books, needs a high level of understanding and also the amount of reading habit influence the reader. Thus, in general, terms if we want to read some text, unconsciously we have an interest in either on the contents of the book or the title, then reading is an activity that needs skill and ability to gain writer's ideas. Moreover, the amount of what we read can also affect the skill of reading, training critical reading, problem-solving and added new vocabulary.

2.2 Reading Motivation in EFL Contexts

Motivation is one of the influences or impulses in humans to do something or feel excited about doing things that are liked with different goals. Motivation can be said to be something that encourages someone to have questioning "what the benefits that I got when by doing this activity" or "should I do that". Someone who feel motivated, they feel enjoy while they doing the activity, or they have goals that must be achieved and it makes people moving toward their goals.

Motivation takes important rule in our life and every skill especially in reading skill because if someone has motivation so they feel curious and want to learn something new and they are trying to love it not only love it.

Sani, Noor, Yah, & Adeena (2011) states Motivation to read takes high priority to students who are at risk of having failed, it could lead the student to have unsuccessful academic achievement. This is made for university student, reading academic text is a new experience, the language structure and vocabulary is difficult and sometimes it makes overwhelmingly. When someone likes to read a book, they will read it anywhere such as in café, library, and when they were using public transportation. Wigfield & Guthrie (1997) explained the important type of belief is self-efficacy when young learners like to read, they feel competent and efficacious at reading. Value-based in their definition, encompass valuing for achievement, intrinsic extrinsic motivation, and achievement goals, including performance goals and learning goals.

Greaney & Neumen (1990) as cited in Dhanpala & Hirakawa (2015) motivation on reading has a very deep meaning for several reason because having high motivation can make students more confident in their abilities then several factors can influence by internal cognitive beliefs, values, expectations, and attitude which are influenced by a range of social and contextual factors. On the other hand, motivation has an important role in someone's life because, with the encouragement of motivation, someone

will feel excited in achieving a task or his/her purpose. According to Wright & Mcgrory (2010), as cited in Pintrich & Schunk (1996), there are two concepts about motivational theory to the present purpose are those of intrinsic and extrinsic motivation, with intrinsic motivation referring to motivation to engage in an activity for its own sake and extrinsic motivation being a motivation to engage in an activity as a means to an end.

There are much theory about motivation, one of them is from Ryan & Deci (2000) who states in human there are two types of motivation called extrinsic or external motivation and intrinsic or internal motivation: Extrinsic motivation is that arise from outside of the individual. Extrinsic motivation refers to the performance of an activity in order to attain an outcome, which then extrinsic different with intrinsic motivation.

Common extrinsic motivations come from the environment, family and teacher. For example, someone read a book because they have to finish the task. Intrinsic motivation is being motivated because they enjoy the activity, satisfaction, pleasure and they are doing the activity based on desire there is no influence from other people. Students who are more extrinsically motivated consider to please the teacher, do easily reading task, and are still need of the teacher, (Guthrie, et al.,1996). Ryan and Deci (2000) Intrinsic motivation is associated with better learning, performance, and well-being, still From Ryan & Deci (1975), that intrinsically motivated behaviour represents the prototype of self-determined activities: They are

activities that people do naturally and spontaneously when they feel free to follow their inner interest and then they feel free to follow it.

2.3 Theoretical Framework

This research concern in Reading motivation of EFL undergraduate students. Meanwhile, this research uses a questionnaire as the instrument to what type of reading motivation that influence undergraduate students. This study applied the definition of reading motivation that according to Wigfield & Guthrie (1997) defines that reading motivation is the influence of human beings that determines why individuals do (or do not) choose to do different activities. There are two type Reading Motivation intrinsic factor there are constructs: curiosity, involvement and preference for challenge, meanwhile, extrinsic factor comprises five constructs: recognition, grades, social sharing, competition and compliance. Researcher uses a questionnaire adopted from Komiyama (2013) that adapted from Wang and Guthrie (2004) of Motivation Reading Questionnaire (MRQ).

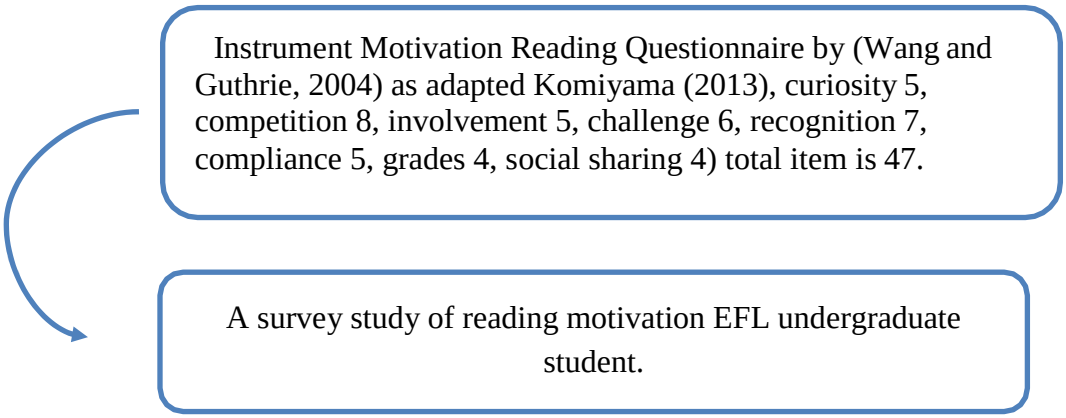


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study. It covers the research design, respondent, and data collection techniques.

3.1 Research Design

According to Arikunto (2006) the instrument of collecting data is a tool selected and used by researchers in its activities to collect the activities become systematic and in the ease by it. According to Cresswell (2012) the methodology of quantitative research maintains the assumption of an empiricist paradigm. This study was designed to find what is the type of motivation in reading class at private university at Yogyakarta. This study is descriptive researches use an online platform to describe the reading motivation, this study applied quantitative research, mainly on survey study.

3.2 Population and Sample

3.2.1 Population

This study was conducted at one of a private university at Yogyakarta batch 2019. According to Cresswell (2012), population contain a group of individuals having the same characteristic that distinguishes them from other groups. This research use freshmen from intensive reading class batch 2019 in third semester because the fact that the students in transition from senior high school to university student

because they have to adapt to different material and learning condition from before, thus make researcher try to find out what type reading motivation influence their reading skill. The information showed that undergraduate learner had different motivation in reading class that as observed by the researcher.

3.2.2 Sampling

According to Arikunto (2006) if the population is less than 100, all population can be sampled but if the population is over 100, the researcher can take 10% up to 15% or 20% up to 25% or more from all the population as a sample. Based on this study because the total population is not greater than 100 respondents, the authors take 100% of the total population that is as many as 51 respondents. Thus the use of the entire population without having to draw a research sample as an observation unit is called the census or saturated sample

3.3 Data Collecting Technique

This part describes the data collection techniques including the instrument, validity, and reliability.

3.3.1 Instruments

In this part, the researcher explains the instruments to collect data which is used to find the result of the study. According to (Cresswell, 2012) in quantitative research instrument is a tool for measuring, observe or to documenting data, the instrument it could be a test, questionnaire, and so on.

The researcher use questionnaire to collect the data by using google form as an online platform to gather the data that focuses on the survey. This study chooses Reading Motivation Questionnaire by Guthrie and Wang (2004) as adopted Komiyama (2013) adopted the questionnaire have 8 domains (Curiosity, Involvement, Competition, Compliance, Grades, Recognition, Social sharing, Challenge) 47 items with using Likert scale, 1. Very different from me, 2. A little from me, 3. A little like me, 4. A lot like me.

3. 1 Table description each category of MRQ (Motivation Reading Questionnaire)

Dimension of reading motivation	Definition	Underlying theoretical concepts
Preference for challenge	Satisfaction from mastering or assimilating complex ideas in text	Intrinsic Motivation
Curiosity	Desire to learn about a particular topic of interest	
Involvement	Pleasure gained from reading a well-written book, article, or Web site on an interesting topic	
Recognition	Satisfaction from sharing the meanings gained from reading with peers	Extrinsic Motivation
Competition	Desire to outperform others in reading Desire to read because of an external goal or requirement.	
Compliance	Desire to receive good grades and to be favorably evaluated by the teacher	
Grades	Gratification from receiving a tangible form of recognition for success in reading	
Social sharing[a]	Desire to learn about a particular topic of interest	

No	Statements	Factors
1.	I like reading in English to learn something new about people and things that interest me.	Curiosity
2.	I like reading a lot of interesting things in English	involvement
3.	I feel happy when I read about something interesting in English	Curiosity
4.	When the topic is interesting, I am willing to read difficult English materials	Challenge
5.	It's fun for me to read about something I like in English	Involvement
6.	I like reading about new things in English	curiosity
7.	I enjoy reading when I learn complex ideas from English materials	Challenge
8.	I like it when the topic of an English reading makes me think a little more	challenge
9.	I like challenging myself while reading in English	Challenge
10	I enjoy reading good Long stories in English	Involvement
11	I like hard, challenging English readings.	Challenge
12	When an assignment is interesting, I can read difficult English materials more easily.	Challenge
13	When my teacher or friends tell me something interesting, I might read more about it in English.	Curiosity
14	I enjoy reading in English to learn what is going on in the U.S. and in the world.	curiosity
15	I am willing to work hard to read better than my friends in English.	Competition
16	I like being the only student who knows an answer about something we read in English.	Competition
17	I like my teacher to say that I read well in English	Recognition
18	When I complete English reading assignments for class, I try to get more answers correct than my classmates	Competition
19	I like my friends to tell me that I am a good English reader	Recognition
20	I want to be the best at reading in English	Competition
21	When some classmates read English better than me, I want to read more English materials	Competition
22	I like it when my teacher asks me to read English aloud in class.	Recognition
23	I like to get positive comments about my English reading	Recognition

24	When I read in English, I often think about how well I read compared to others.	Competition
25	I practice reading in English because I feel good when I answer teachers‟ questions correctly in class.	Recognition
26	I feel happy when my friends ask me for help with their English reading assignments.	Recognition
27	Finishing English reading assignments on time is very important for me.	Compliance
28	I usually try to finish my English reading assignments on time.	Compliance
29	It is important for me to receive a good grade in my English reading course	grade
30	I do my English reading assignments exactly as the teacher tells me to do them	compliance
31	I look forward to finding out my grades in English reading.	grade
32	I want to read in English to improve my grades	grade
33	I work harder on English reading assignments when they are graded	Grade
34	I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.	Gain score
35	I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc	Gain score
36	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
37	I practice reading in English because I need to do well in my future classes	Compliance
38	I enjoy telling my friends about the things I read in English materials.	Social sharing
39	My friends and I like to share what we read in English	Social sharing
40	I like talking with my friends about what I read in English.	Social sharing
41	I like joining class discussions about what I read in English.	Social sharing
42	I am happy when someone know about my ability in English Reading	Recognition
43	I try to read in English so I can understand what my friends are talking about	Social sharing

44	I read in English with the aim to pass in English course	Passing course	English

3. 2 Table Statement of Motivation Reading Questionnaire

3.3.2 The validity

Komiyama (2013) indicated evidence of construct validity supporting eight factor*s for the 47-item revised MRQ*. Most of the reading motivation aspects correlated positively from low- to moderately high levels, providing further evidence of construct validity. After the data were collected, the researcher used SPSS to analyse content validity and then the results showed that 3 item was invalid, the researcher decided to a minor modification in which eliminate 3 invalid item. The total items used in this research were 44 items. The data were analysed to identify the R-value, then the researcher compared the r arithmetic and r table. The r table with significance level amount 5% was 0.294. If r arithmetic is counted > r table in every question, the instrument is valid in every question. Here is an analysis result of the validity test of the questionnaire that used.

Items	Sig (R Arithmetic)	Symbol	R table	Description
Q.1	0.553	>	0.294	Valid
Q.2	0.554	>	0.294	Valid
Q.3	0.813	>	0.294	Valid
Q.4	0.543	>	0.294	Valid
Q.5	0.588	>	0.294	Valid
Q.6	0.544	>	0.294	Valid
Q.7	0.775	>	0.294	Valid
Q.8	0.713	>	0.294	Valid
Q.9	0.561	>	0.294	Valid
Q.10	0.707	>	0.294	Valid
Q.11	0.644	>	0.294	Valid
Q.12	0.717	>	0.294	Valid
Q.13	0.603	>	0.294	Valid
Q.14	0.474	>	0.294	Valid
Q.15	0.581	>	0.294	Valid
Q.16	0.715	>	0.294	Valid
Q.17	0.714	>	0.294	Valid
Q.18	0.717	>	0.294	Valid
Q.19	0.463	>	0.294	Valid

Q.20	0.815	>	0.294	Valid
Q.21	0.788	>	0.294	Valid
Q.22	0.666	>	0.294	Valid
Q.23	0.793	>	0.294	Valid
Q.24	0.651	>	0.294	Valid
Q.25	0.759	>	0.294	Valid
Q.26	0.571	>	0.294	Valid
Q.27	0.667	>	0.294	Valid
Q.28	0.561	>	0.294	Valid
Q.29	0.653	>	0.294	Valid
Q.30	0.682	>	0.294	Valid
Q.31	0.525	>	0.294	Valid
Q.32	0.566	>	0.294	Valid
Q.33	0.632	>	0.294	Valid
Q.34	0.640	>	0.294	Valid
Q.35	0.640	>	0.294	Valid
Q.36	0.501	>	0.294	Valid
Q.37	0.518	>	0.294	Valid
Q.38	0.690	>	0.294	Valid
Q.39	0.654	>	0.294	Valid
Q.40	0.700	>	0.294	Valid
Q.41	0.537	>	0.294	Valid

Q.42	0.720	>	0.294	Valid
Q.43	0.492	>	0.294	Valid
Q.44	0.562	>	0.294	Valid

3. 3 Table result Validity Test

After the researcher analyzed the data, the research found 3 items invalid, then the researcher eliminated 3 items. The items that invalid because the respondent feel very different from 3 invalid items, the respondent does not spend their time in reading. Then, the researcher only used the valid items, total valid items are 44 from 47.

3.3.3 Reliability

Reliability and validity have correlation to each other. Reliability is a measure of consistency on research, the score needs to be stable and consistent. (John & Creswell, 2012). Questionnaire from Motivation Reading Questionnaire (MRQ) by Wang and Guthrie (2004) as adapted by Komiyama (2013) reported the reliability was 0.945 Cronbach's alpha of 44 items questionnaire.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,945	,944	44

3. 4 Table of reliability

3.4 Data Analysis Technique

3.4.1 MRQ Questionnaire

Motivation Reading Questionnaire develop by Guthrie and Wang (2004) as adapted by Komiyama (2013) the instrument and the respondent are similar, she took 44 items 8 domains (Curiosity, Involvement, Preference for challenge, Competition, Compliance, Grades, Recognition, Social sharing) with using 4 likert scale. Motivation Reading Questionnaire collect respondents' personal information such as name, gender and major. The questionnaire collected respondents' personal information such as name, telephone number and batch. The researcher use Google form as media to minimize time, it is can be done around 5-10 minutes for completing the questionnaire. The researcher using the questionnaire and share and then gather the data next to the researcher using Microsoft Excel to find mean and average of data through SPSS.

The questionnaire presents the scale (1,2,3,4). The questionnaire scale indicates the frequency of each scale.

Likert scale	Score
Very different from me,	1
A little from me,	2
A little like me,	3
A lot like me.	4

Table 3.5 Likert scale and Scoring

3.4.2 Steps of Data Analysis Techniques

1. The researcher did a literature review to strengthen the topic and the theory.
2. Motivation reading questionnaire adopted by Komiyama 2013 as an instrument, then by translating the questionnaire from English to Bahasa Indonesia.
3. The researcher make sure the instrument related to the respondent.
4. Check one by one item in the questionnaire to make sure the questionnaire easy to understand the meaning.
5. The researcher tried out the questionnaires to 20 students to check the Indonesian translation biases.
6. The researcher used Google form web for the data collection. Afterward, the researcher simply made links created from google form into *tinyurl.com*
7. The researcher distributed the questionnaire to English Language Department students especially batch 2019, it compiled 51 responses.
8. The researcher used SPSS 22 to analyze content validity, reliability of the questionnaire. Then, the researcher conducted a descriptive test to find out the average respondent answer.
9. The researcher used Microsoft Excel to analyze the data calculating the amount of data received from google form. The researcher used formula STDEVA and AVERAGE.

10. Google Form is used to collecting the data. The researcher collected the data on 19 March – April 18, 2020, by giving the link of Google Form to the students. The researcher assisted less than 10 minutes until the students completed the questionnaire.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher describes the findings of the questionnaire results related to reading habits and attitudes toward reading.

4.1 Research Finding

Based on the respondents' background information on gender, the results can be shown in the Figure below:

Figure 4. 1 Respondents' personal information

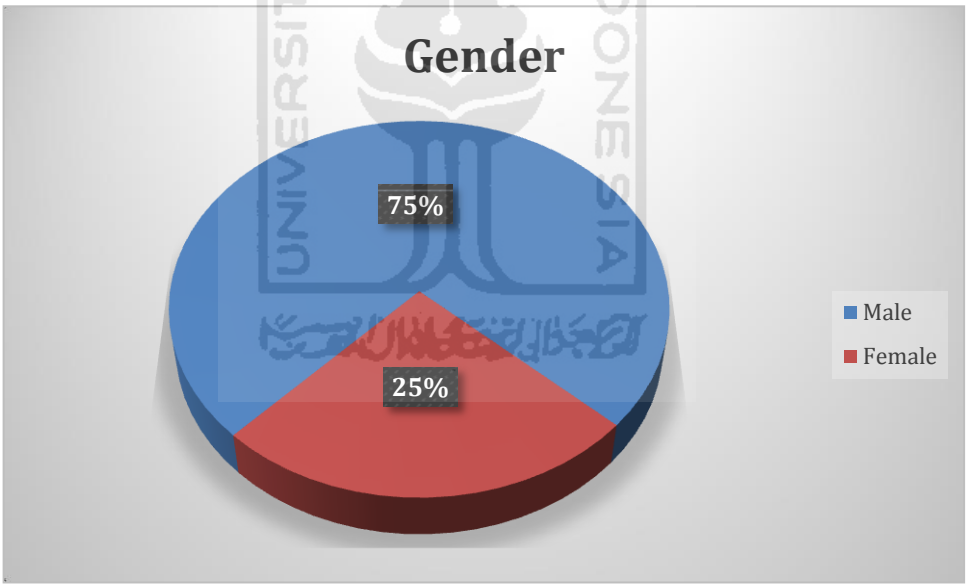


Figure 4.1 shows the total respondent were 51 students from batch 2019. From the results above, the questionnaire the respondents were dominated by female with 38 respondent and male 13 respondent.

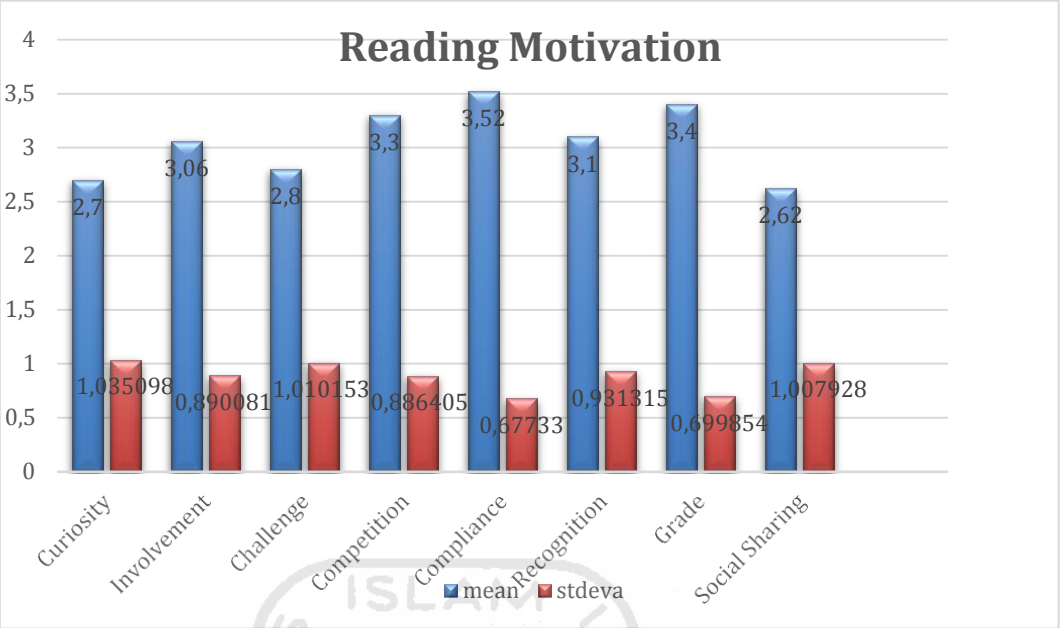


Figure 4. 2 Reading motivation

Based on the diagram above, the highest score is Compliance with mean (M=3.52) and standard deviation (SD=0.677) it indicates that compliance as the most affecting domain. Meanwhile, the domain of Curiosity is less affecting with mean (M=2.7) and standard deviation (SD=1.03) thus curiosity as the least affecting domain.

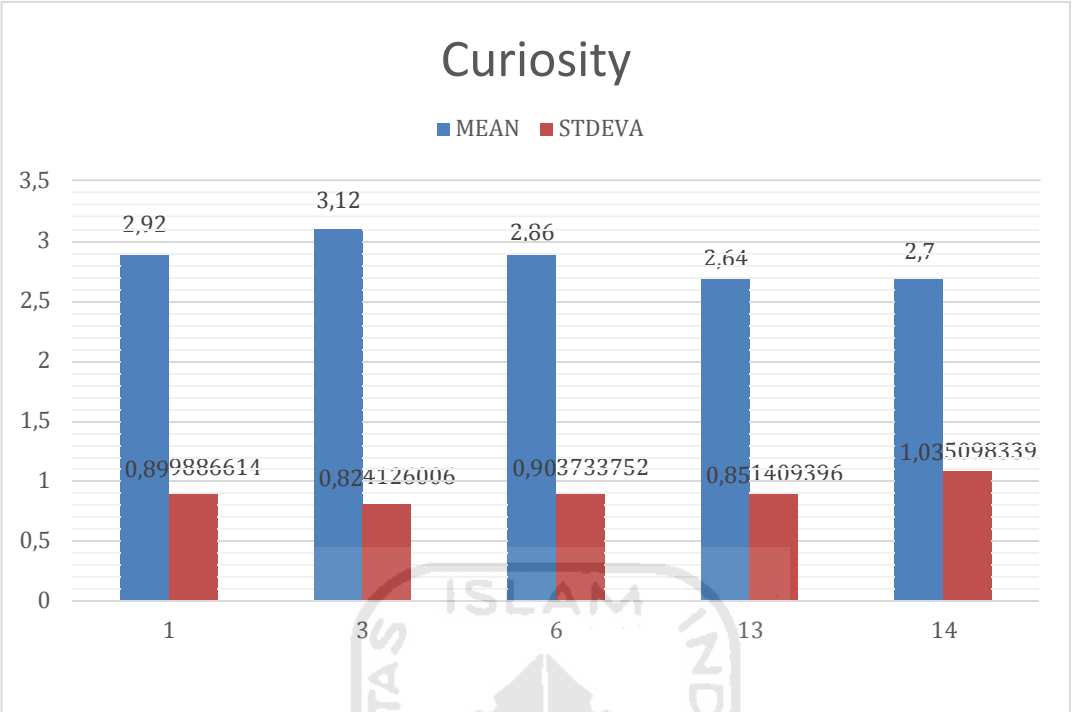


Figure 4. 3 Curiosity

Based on the chart above the highest mean is number "3. Saya merasa senang apabila saya membaca sesuatu yang menarik dalam Bahasa Inggris." Mean (M=3.12) and standard deviation (SD=0.82). Meanwhile the lowest mean is number "13. Saat dosen atau teman saya memberi tahu topik yang menarik. saya mungkin akan lebih banyak membaca tentang topik tersebut dalam Bahasa Inggris." Mean (M=2,64) and standard deviation (SD=0.85).

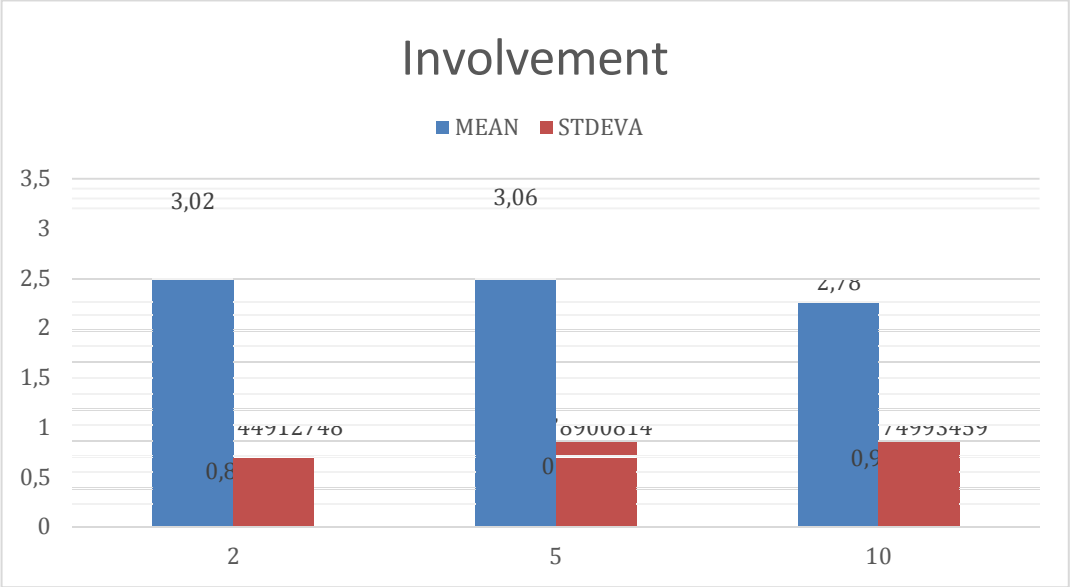


Figure 4. 4 Involvement

Based on chart above the most affecting factor were found in item "5. Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan Bahasa Inggris." Mean (M=3.06) and Standard deviation (SD=0.89). Meanwhile the least affecting factor were found in item number "10. Saya menikmati membaca cerita-cerita yang bagus dan panjang dalam Bahasa Inggris." Mean (M=2,78) and standard deviation (SD=0.97).

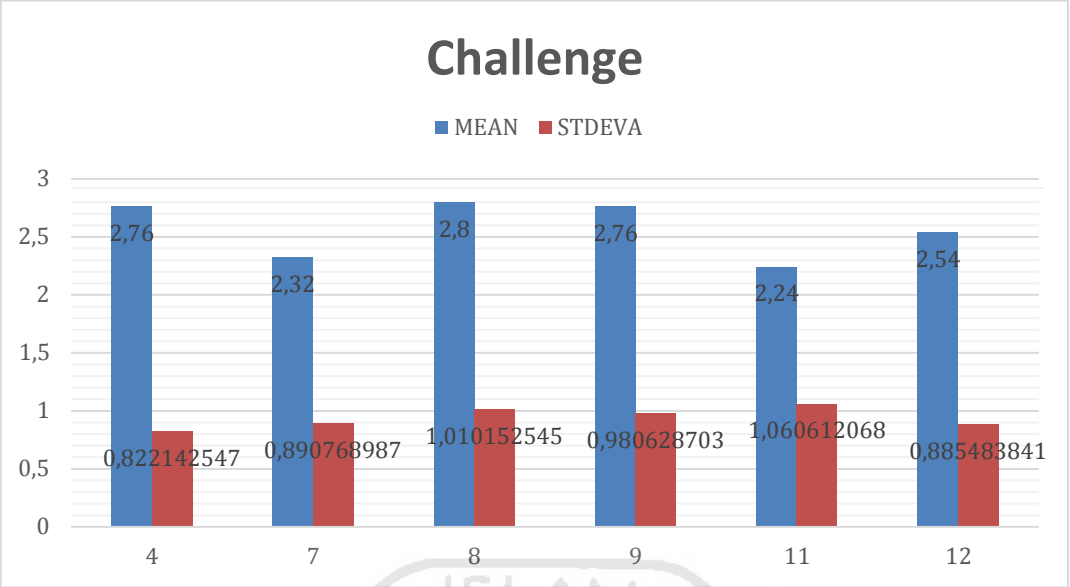


Figure 4. 5 Challenge

Based on the chart above the highest mean is number "8. Saya suka ketika topik dari bacaan berbahasa inggris membuat saya sedikit berfikir." Mean (M=2.8) and standard deviation (SD=1.01). Meanwhile the lowest mean is number "11. Saya suka bacaan yang sulit dan menantang" (M=2.24) and standard deviation (SD=1.06).

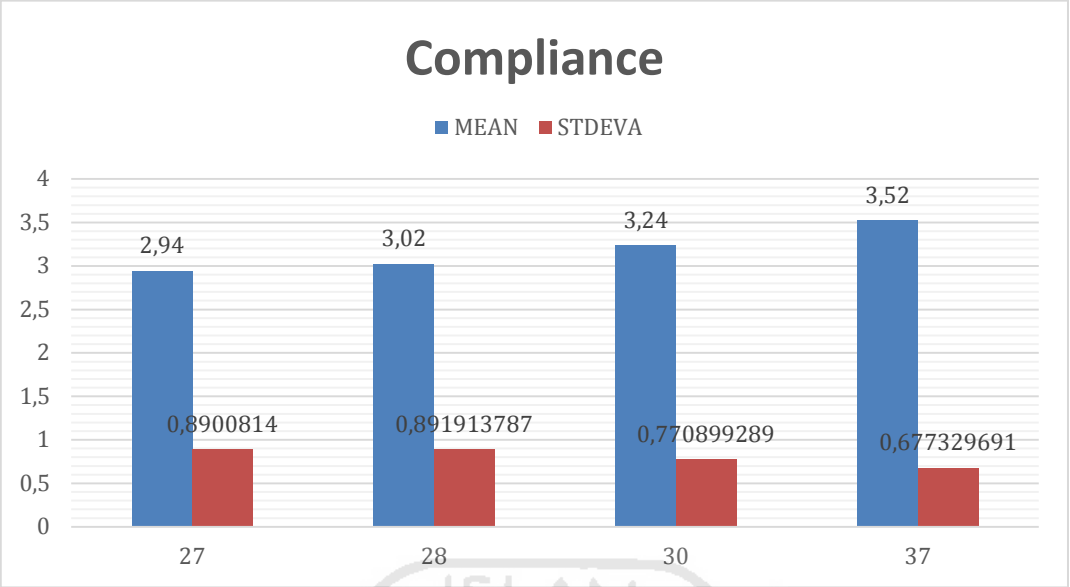


Figure 4. 6 Compliance

Based on the chart above the highest mean is number “37. Saya berlatih membaca dalam Bahasa Inggris karena saya ingin lebih baik di masa yang akan datang with mean (M=3.52) and standard deviation (SD=0.67). Meanwhile the lowest mean is number “27. Sangat penting bagi saya untuk menyelesaikan tugas membaca Bahasa Inggris secara tepat waktu. Saya biasanya berusaha untuk menyelesaikan tugas membaca dalam Bahasa Inggris tepat waktu. Mean (M=2.24) and standard deviation (SD=0.89).

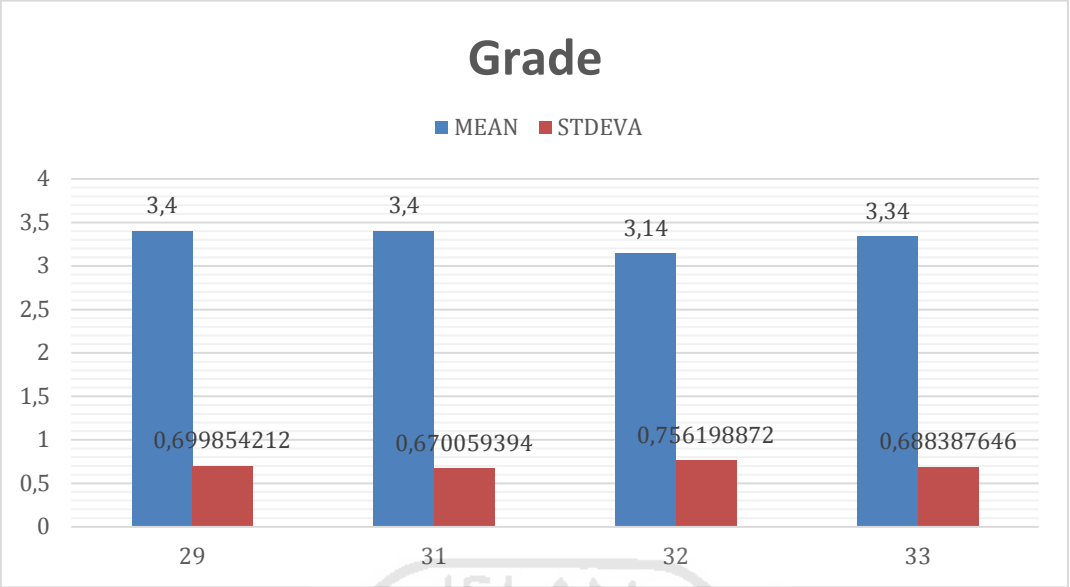


Figure 4. 7 Grade

Based on the chart above there are two the highest mean number "29. Bagi saya penting mendapatkan nilai bagus dalam mata kuliah membaca Bahasa Inggris. mean (M=3.4) and standard deviation (SD=0.69) Meanwhile, the lowest mean is number "32. Saya membaca dalam Bahasa Inggris untuk meningkatkan nilai saya." Mean (M=3.14) and standard deviation (SD=0.75).

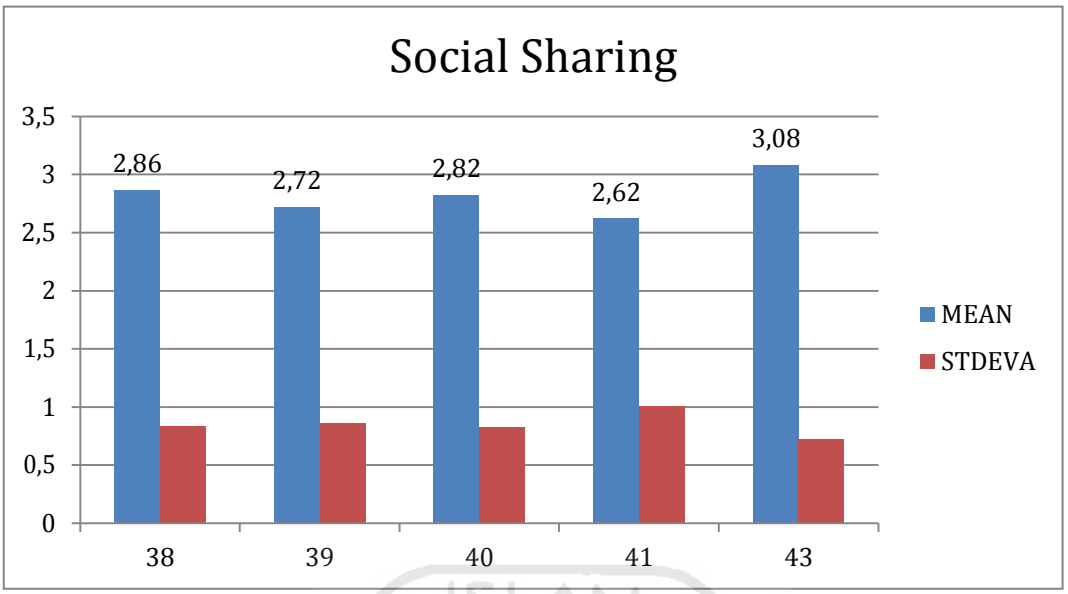


Figure 4. 8 Social Sharing

Based on chart above the highest mean is number "43. Saya mencoba untuk membaca dalam Bahasa Inggris sehingga saya dapat mengerti apa yang teman saya bicarakan." Mean (M=3,08) and standard deviation (SD=0.72), then thelowest mean is number "41. Saya suka mengukuti diskusi kelas tentang apa yang saya baca dalam Bahasa Inggris." Mean (M=2.62) and standard deviation (SD=1.00)

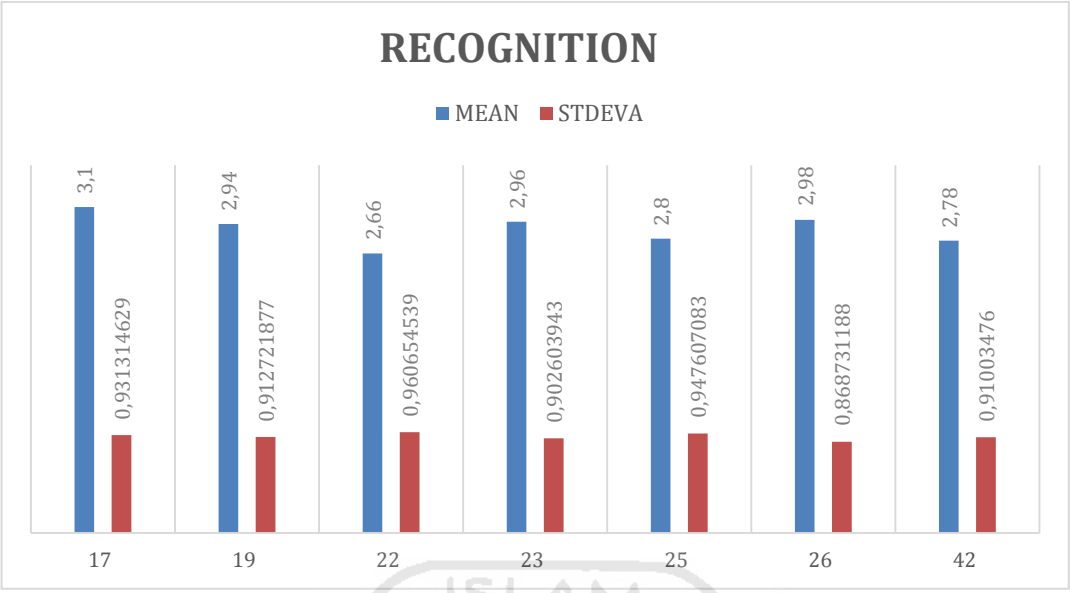


Figure 4. 9 Recognition

Based on the chart above the highest mean is number "17. Saya senang saat dosen mengatakan saya baik dalam membaca dalam Bahasa inggris." Mean (M=3.1) and standard deviation (SD=0.93). Meanwhile the lowest mean is number "22. Saya sangat senang saat dosen saya meminta saya untuk membaca dalam Bahasa Inggris dengan suara yang keras dikelas." mean (M=2.66) and standard deviation (SD=0.96).

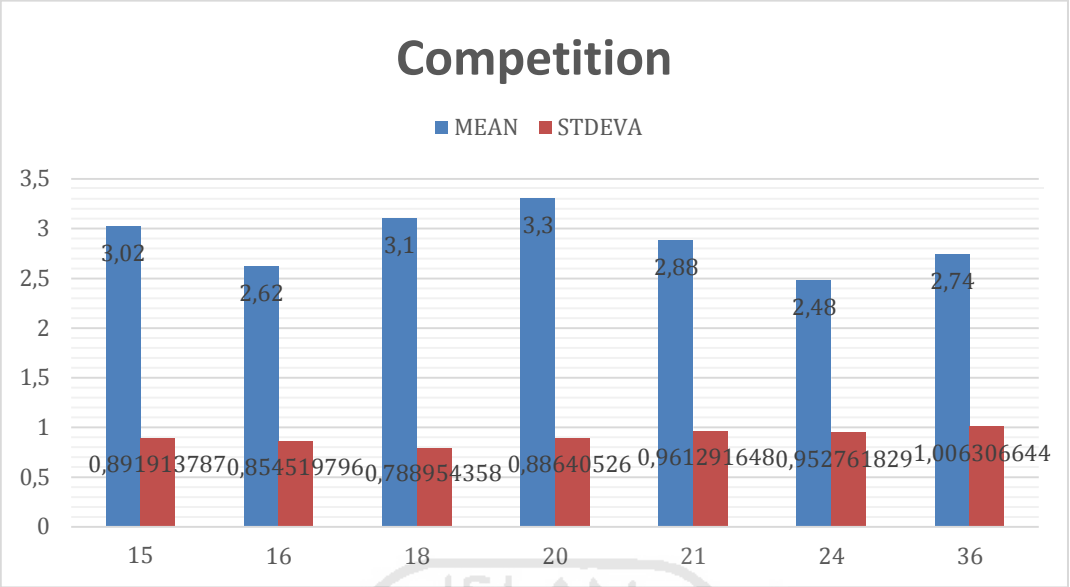


Figure 4. 10 Competition

Based on the chart above the highest mean is number the highest mean number “20. Saya ingin menjadi yang terbaik dalam membaca Bahasa Inggris” Mean (M=3.3) and standard deviation (SD=0.88). Meanwhile the lowest is number “24. Saat saya membaca dalam bahasa Inggris saya sering berpikir bahwa saya membaca lebih baik dibandingkan dengan yang lain.” Mean (M=2.48) and standard deviation (SD=0.95).

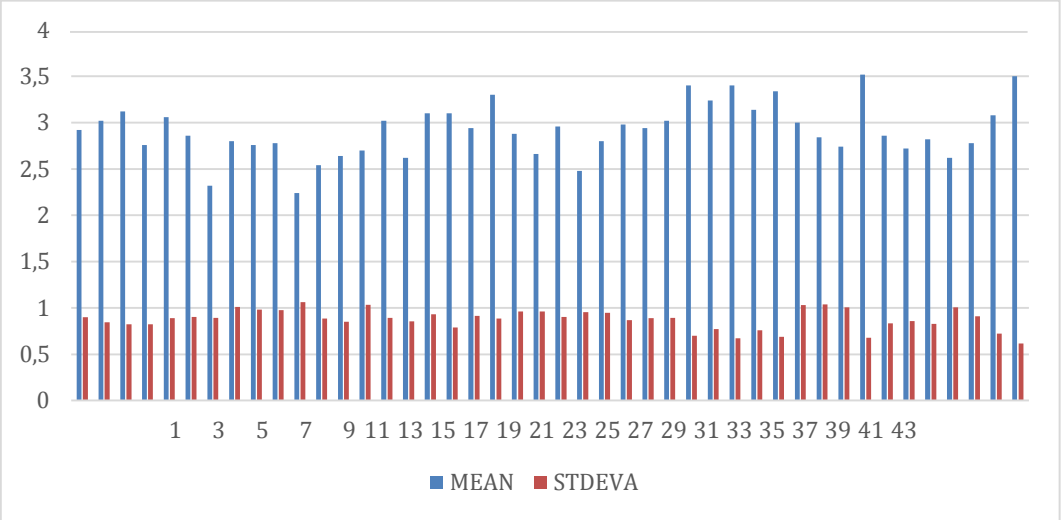


Figure 4. 11 Reading Motivation Profile per items

The table shows that the highest mean and the highest standard Deviation, the result of the data can be viewed from diagram above. There are 44 questions in the questionnaire and 51 respondents in English language education department. The research also determined the standard deviation (SD) by using formula =STDEVA and mean by using formula =AVERAGE.

Then researcher found the highest and lowest score of the questions from the data above it can be seen that the highest mean is the statement number 37 that is "saya berlatih membaca dalam Bahasa Inggris karena saya ingin lebih baik di masa yang akan dating". (Mean = 3,52) the statement from domain Extrinsic.

The lowest mean is statement number 7 that is "saya menikmati membaca, ketika saya mempelajari ide yang rumit dalam materi Bahasa inggris" (Mean= 2,32) the statement is from Instrinsic Domain. Meanwhile,

the highest Standard Deviation in number “11. Saya suka bacaan yang sulit dan menantang” (SD=1.06) the lowest Standard Deviation is number “44. Saya membaca dalam bahasa Inggris dengan tujuan untuk dapat lulus dalam mata kuliah Bahasa Inggris”. (SD=0,61). On the other hand result of the questionnaire were obtained from a sample on undergraduate’s student that has and average range.

The result of analyzing descriptive statistic, displayed in the table below:

Table 4.1 Table Descriptive Statistics

	N	**Minimum**	**Maximum**	**Mean**	**SD**
MRQ1	51	1	5	2.92	.899
MRQ2	51	1	5	3.03	.844
MRQ3	51	1	5	3.12	.824
MRQ4	51	1	5	2.76	.822
MRQ5	51	1	5	3.06	.890
MRQ6	51	1	5	2.86	.903
MRQ7	51	1	5	2.32	.890
MRQ8	51	1	5	2.8	1.010
MRQ9	51	1	5	2.76	.980
MRQ10	51	1	5	2.78	.974
MRQ11	51	1	5	2.24	1.060
MRQ12	51	1	5	2.54	.885

MRQ13	51	1	5	2.64	.851
MRQ14	51	1	5	2.7	1.035
MRQ15	51	1	5	3.02	.891
MRQ16	51	1	5	2.62	.796
MRQ17	51	1	5	3.1	.931
MRQ18	51	1	5	3.1	.788
MRQ19	51	1	5	2.94	.912
MRQ20	51	1	5	3.3	.886
MRQ21	51	1	5	2.88	.961
MRQ22	51	1	5	2.66	1.113
MRQ23	51	1	5	2.96	1.088
MRQ24	51	1	5	2.48	.952
MRQ25	51	1	5	2.8	.947
MRQ26	51	1	5	2.98	.868
MRQ27	51	1	5	2.94	.890
MRQ28	51	1	5	3.02	.891
MRQ29	51	1	5	3.4	.699
MRQ30	51	1	5	3.24	.770
MRQ31	51	1	5	3.4	.670
MRQ32	51	1	5	3.14	.756
MRQ33	51	1	5	3.34	.688
MRQ34	51	1	5	3	1.030

MRQ35	51	1	5	2.84	1.037
MRQ36	51	1	5	2.74	1.006
MRQ37	51	1	5	3.52	.677
MRQ38	51	1	5	2.86	.833
MRQ39	51	1	5	2.72	.858
MRQ40	51	1	5	2.82	.825
MRQ41	51	1	5	2.62	1.007
MRQ42	51	1	5	2.78	.910
MRQ43	51	1	5	3.08	.723
MRQ44	51	1	5	3.5	.614
Valid N (listwise)	51				

Table 4.2 Table profile of Reading motivation (Intrinsic)

Intrinsic				
Statements		N	Mean	SD
1	I like reading in English to learn something new about people and things that interest me.	51	2.92	.899
2	I like reading a lot of interesting things in English	51	3.03	.844
3	I feel happy when I read about something interesting in English	51	3.12	.824
4	When the topic is interesting, I am willing to read difficult English materials	51	2.76	.822
5	It's fun for me to read about something I like in English	51	3.06	.890
6	I like reading about new things in English	51	2.86	.903
7	I enjoy reading when I learn complex ideas from English materials	51	2.32	.890
8	I like it when the topic of an English reading makes me think a little more	51	2.8	1.010
9	I like challenging myself while reading in English	51	2.76	.980
10	I enjoy reading good Long stories in English	51	2.78	.974
11	I like hard, challenging English readings.	51	2.24	1.060
12	When an assignment is interesting, I can read difficult English materials more easily.	51	2.54	.885
13	When I am reading about an interesting topic in English, I sometimes lose track of time.	51	2.64	.851
14	I enjoy reading in English to learn what is going on in the U.S. and in the world.	51	2.7	1.035

From the table above shown the data related to the statements about (Intrinsic motivation), N (Total Sample), Mean (Average of each statement) and Standard Deviation (Related to Mean). Based on the result of intrinsic motivation, the highest value mean is the statement number 3 (Mean = 3.12

and SD =.824) and he lowest mean is statement 11 (Mean = 2.24 and SD = 1.060).

Table 4.3 Profile of Reading motivation (Extrinsic).

Extrinsic			
Statements	**N**	**Mean**	**SD**
15 I am willing to work hard to read better than my friends in English.	51	3.02	.891
16 I like being the only student who knows an answer about something we read in English.	51	2.62	.796
17 I like my teacher to say that I read well in English	51	3.1	.931
18 When I complete English reading assignments for class, I try to get more answers correct than my classmates	51	3.1	.788
19 When I read in English, I like to finish my reading assignments before other students.	51	2.94	.912
20 I like my friends to tell me that I am a good English reader	51	3.3	.886
21 When some classmates read English better than me, I want to read more English materials	51	2.88	.961
22 I like it when my teacher asks me to read English aloud in class.	51	2.66	1.113
23 I like to get positive comments about my English reading	51	2.96	1.088
24 When I read in English, I often think about how well I read compared to others.	51	2.48	.952
25 I practice reading in English because I feel good when I answer teachers‟ questions correctly in class.	51	2.8	.947
26 I feel happy when my friends ask me for help with their English reading assignments.	51	2.98	.868
27 Finishing English reading assignments on time is very important for me.	51	2.94	.890
28 I usually try to finish my English reading assignments on time.	51	3.02	.891
29 It is important for me to receive a good grade in my English reading course	51	3.4	.699
30 I do my English reading assignments exactly as the teacher tells me to do them	51	3.24	.770
31 I look forward to finding out my grades in	51	3.4	.670

English reading.			
32 I want to read in English to improve my grades	51	3.14	.756
33 I work harder on English reading assignments when they are graded	51	3.34	.688
34 I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.	51	3	1.030
35 I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc.	51	2.84	1.037
36 I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc.	51	2.74	1.006
37 I practice reading in English because I need to do well in my future classes	51	3.52	.677
38 I enjoy telling my friends about the things I read in English materials.	51	2.86	.833
39 My friends and I like to share what we read in English	51	2.72	.858
40 I like talking with my friends about what I read in English.	51	2.82	.825
41 I like joining class discussions about what I read in English.	51	2.62	1.007
42 I am happy when someone know about my ability in English Reading	51	2.78	.910
43 I try to read in English so I can understand what my friends are talking about	51	3.08	.723
44 I read in English with the aim to pass in English course	51	3.5	.614

According to the data in above it can be seen the highest Mean of extrinsic is the statement number 37 (Mean = 3.52 and SD= .677) and the lowest Statement number 4 (Mean=2.48 and SD= .952).

4.2 Discussion

In this study, there are two domain in this questionnaire from two domain separate into eight category then eight category are identified. In this present study the most affecting domain is intrinsic motivation play high roles in their learning process. At the whole finding show intrinsic motivation (Involvement, Preference of challenge, Curiosity) has higher mean (M=.38.52 & SD= 0.07) than extrinsic motivation (competition, compliance, grade, recognition, social sharing) mean (M= 25.75 and SD=0.11).

The finding it is also similar with the research by Dhanpala & Hirakawa (2015) it was design to indicate investigated the extent of the motivational processes that facilitated the text comprehension among 406 Sri Lankan university students in Sri Lanka. The result showed that intrinsic motivation is basic motivation to successful in understanding in reading comprehension then the one who less motivation tend to be unsuccessful to learn foreign language.

Another study from Salikin, Tahir-bin, Kusumaningputri, & Yuliandari, (2017) designed to examined indonesian EFL learnes motivation in reading activity based on Deci and Ryan theory among freshmen students of English department involved 42 respondent, using mix method design. The result found that intrinsic and extrinsic motivation plays role to motivating learners to read the English. In Study from

Mucherah & Haredeen (2013) it was design to examined primary school students' reading motivation and performance on the standardized exam, the participants included 901 seventh and eighth grade students from Kenya. The result show reading motivation and academic achievement are related to each other. however, reading motivation itself does not always influence performance on a standardized test in reading.

In present study, the highest mean score of competition is item 20. Saya ingin menjadi yang terbaik dalam membaca Bahasa Inggris" Mean (M=3.3) and standard deviation (SD=0.88). it showed that students feel proud to her/him self when he became the good ones in the class. This finding link in with the theory presented by Guthrie and Wang (2004) which stated that that when the learners focus on receiving rewards and avoiding negative outcomes in reading, they learning from texts and employing deeper cognitive strategies to face the challenges during reading. Thus, they willing to learn and doing reading assignment so that they can get reward from the lecturer. In order the student should have their goals in their learning process because it makes improve their reading perfomance.

Next, category is Recognition the highest mean is number "17. Saya senang saat dosen mengatakan saya baik dalam membaca dalam Bahasa inggris." Mean (M=3.1) and standard deviation (SD=0.93). It is similar to Ryan & Deci (2000) statement, that a reward the evaluation had been shown could influence intrinsic motivation in reliable ways, also had the

corresponding effect on creativity, cognitive flexibility, and conceptual learning. Thus, the student feels happy when she/he get praise from the teacher it has impact student's level of confidence it is encourage them to have good quality in reading.

Next, Compliance category highest mean is number “37. Saya berlatih membaca dalam Bahasa Inggris karena saya ingin lebih baik di masa yang akan datang with mean (M=3.52) and standard deviation (SD=0.67). Similar to Gutrie (1997), state that having goals in the learning process are more likely to improve their reading skill in school and maintain the motivation. It shows that the students want to read because they want to improve their reading skill because in the future, they want to have good reading quality that help them to pursue their career.

Next, in present study the category Challenge the highest mean is number “8. Saya suka ketika topik dari bacaan berbahasa inggris membuat saya sedikit berfikir.” Mean (M=2.8) and standard deviation (SD=1.01). it shows that the student wants to challenge him/her self to test their reading ability then it also can improve their reading ability.

Next, in present study the category of grade “29. Bagi saya penting mendapatkan nilai bagus dalam mata kuliah membaca Bahasa Inggris” with mean (M=3.4) and standard deviation (SD=0.69). The result similar with Yuliandari (2017) students believe that it is important for them to get a good score in English reading course. In order the student like to have

good score in reading assignment, when student get good score it encourage them to study harder.

Next category ocial Sharing is number “43. Saya mencoba untuk membaca dalam Bahasa Inggris sehingga saya dapat mengerti apa yang teman saya bicarakan.” Mean (M=3,08) it indicates that they willing to learn English Language it is easier them to communicate with their friend.

Next**,** category is Curiosity the highest mean is number “3. Saya merasa senang apabila saya membaca sesuatu yang menarik dalam Bahasa Inggris.” Mean (M=3.12) and standard deviation (SD=0.82). The items number 3 shows that the student willing to read in English. Thus, the learner feel motivated to read in English and interest with some topics.

Next category is Involvement the most affecting factor were found in item “5. Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan Bahasa Inggris.” Mean (M=3.06) and Standard deviation (SD=0.89). When reading activities are fun for students, it can increase their reading motivation, because having high motivation to read in English can make it easier for them in the learning process so that reading activities produce their own fun.

In conclusion this research shown intrinsic motivation has 3 factor (curiosity, preference of challenge, involvement) most influence the learners, although the extrinsic motivation has 5 factor (competition, compliance, grade, recognition, social sharing) is least influence the learner. Two type of reading motivation (extrinsic and intrinsic

motivation) interconnected with each other however in this research to encourage student reading motivation, the lecture should give variation in their reading activity to avoid getting bored of the material and the lecture help them to understand the importance of having reading motivation, family roles could motivated the learner too. However this research contradicted with research by Alireza & Karimnia (2018), they were studying about the factors that majorly motivated medical students to read in English and to Find the orientation of the students in terms of intrinsic and extrinsic motivation. They found extrinsic motivation slightly greater than that of intrinsic motivation in two construct grades and recognition. However, the different of this with theirs is in the participants and context.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The research has investigated of Reading Motivation of EFL Undergraduate Students in English Language Education Department in one of the private universities in Yogyakarta. The research concluded based on the findings the most influence of reading motivation is an intrinsic domain with a mean (M=38.52) and standard deviation (SD=0.078) meanwhile extrinsic motivation mean (M=25.75) and standard deviation (SD=0.115). Meanwhile for eight category the highest mean is Compliance (extrinsic) with Mean (M=3.52) standard deviation (SD=0.67), then the lowest mean is Curiosity (intrinsic) with Mean (M=2.64) and standard deviation (SD=0.85). In the other hand the result shows the student need variate book and reading activity, the lecture should need to give motivation to the students.

5.2 Recommendation

This present study only focus on reading motivation of EFL undergraduate English Language Department students that important to have high motivation in their learning process and having motivation makes it easier for students to go through the learning process because it makes them enjoy and be responsible for their choices. The researcher recommend for further study need to find the relation between reading motivation and

reading comprehension or the differences student who have high motivation and less motivation in reading class. Hopefully, this study can give beneficial for researchers who are interested in reading motivation.

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APPENDIX 1

No	Question	1	2	3	4
1.	I like reading in English to learn something new about people and things that interest me.				
2.	I like reading a lot of interesting things in English				
3.	I feel happy when I read about something interesting in English				
4.	When the topic is interesting, I am willing to read difficult English materials				
5.	It's fun for me to read about something I like in English				
6.	I like reading about new things in English				
7.	I enjoy reading when I learn complex ideas from English materials				
8.	I like it when the topic of an English reading makes me think a little more				
9.	I like challenging myself while reading in English				
10.	I enjoy reading good Long stories in English				
11.	I like hard, challenging English readings.				
12.	When an assignment is interesting, I can read difficult English materials more easily.				
13.	When I am reading about an interesting topic in English, I sometimes lose track of time.				
14.	I enjoy reading in English to learn what is going on in the U.S. and in the world.				
15.	I am willing to work hard to read better than my friends in English.				
16.	I like being the only student who knows an answer about something we read in English.				
17.	I like my teacher to say that I read well in English				
18.	When I complete English reading assignments for class, I try to get more answers correct than my classmates				
19.	When I read in English, I like to finish my reading assignments before other students.				

20.	I like my friends to tell me that I am a good English reader				
21.	When some classmates read English better than me, I want to read more English materials				
22.	I like it when my teacher asks me to read English aloud in class.				
23.	I like to get positive comments about my English reading				
24.	When I read in English, I often think about how well I read compared to others.				
25.	I practice reading in English because I feel good when I answer teachers‟ questions correctly in class.				
26.	I feel happy when my friends ask me for help with their English reading assignments.				
27.	Finishing English reading assignments on time is very important for me.				
28.	I usually try to finish my English reading assignments on time.				
29.	It is important for me to receive a good grade in my English reading course				
30.	I do my English reading assignments exactly as the teacher tells me to do them				
31.	I look forward to finding out my grades in English reading.				
32.	I want to read in English to improve my grades				
33.	I work harder on English reading assignments when they are graded				
34.	I try to read in English because I need a good score on tests like TOEFL, Michigan, IELTS, etc.				
35.	I try to read in English because I like seeing my reading score improve on tests like TOEFL, Michigan, IELTS, etc				
36.	I practice reading in English because I want a higher reading score than my friends and classmates on tests like TOEFL, Michigan, IELTS, etc.				
37.	I practice reading in English because I need				

	to do well in my future classes				
38.	I enjoy telling my friends about the things I read in English materials.				
39.	My friends and I like to share what we read in English				
40.	I like talking with my friends about what I read in English.				
41.	I like joining class discussions about what I read in English.				
42.	I am happy when someone know about my ability in English Reading				
43.	I try to read in English so I can understand what my friends are talking about				
44.	I read in English with the aim to pass in English course				

APPENDIX 2

Skala Pernyataan :
1 = Sangat berbeda dari saya
1 = Sedikit berbeda dari saya
2 = Sedikit sama dengan saya
3 = Sangat sama dengan saya.

No	Pernyataan	1	2	3	4
1.	Saya suka membaca dalam bahasa Inggris untuk mempelajari suatu hal yang baru mengenai orang atau hal-hal yang menarik bagi saya .				
2.	Saya suka membaca banyak hal-hal yang menarik dalam bahasa inggris				
3.	Saya merasa senang apabila saya membaca sesuatu yang menarik dalam bahasa inggris				
4.	Saya bersedia membaca materi yang sulit dalam bahasa Inggris, ketika topiknya menarik				
5.	Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan bahasa Inggris				
6.	Saya suka membaca suatu hal yang baru dalam bahasa inggris				
7.	Saya menikmati membaca ketika saya belajar ide yang rumit dalam materi berbahasa inggris				
8.	Saya suka ketika topik dari bacaan berbahasa inggris membuat saya sedikit berfikir				
9.	Saya suka menantang diri saya ketika membaca dalam bahasa inggris				
10.	saya sangat menikmati ketika membaca sebuah cerita yang bagus dan panjang dalam bahasa inggris				
11.	Saya suka membaca bacaan yang sulit dan menantang				
12.	saat ada tugas yang menarik, dengan mudah saya mampu membaca materi bahasa Inggris yang sulit.				
13.	saat guru atau teman saya memberi tahu topik yang menarik. saya mungkin akan lebih banyak membaca tentang topik tersebut dalam bahasa Inggris				
14.	saya menikmati membaca bahasa Inggris untuk mempelajari apa yang sedang terjadi di Amerika Serikat dan dunia				
15.	Saya bersedia untuk bekerja keras agar saya lebih baik dari teman-teman saya dalam membaca				
16.	Saya suka saat saya menjadi satu-satunya mahasiswa				

	yang mengetahui jawaban dari bahan bacaan yang kami baca dalam bahasa inggris				
17.	Saya senang saat dosen saya mengatakan saya baik dalam membaca dalam bahasa				
18.	Saya akan berusaha mendapatkan jawaban yang paling benar dibanding teman-teman sekalas saya, ketika saya mengerjakan tugas membaca bahasa Inggris				
19.	Saya suka saat teman saya mengatakan bahwa saya pembaca bahasa Inggris yang baik				
20.	Saya ingin menjadi yang terbaik dalam membaca bahasa Inggris				
21.	Saya ingin membaca lebih banyak materi dalam bahasa Inggris, ketika ada teman sekelas saya yang .lebih dari saya dalam membaca bahasa Inggris				
22.	Saya sangat senang saat guru saya meminta saya untuk membaca dalam bahasa Inggris dengan suara keras dikelas				
23.	Saya suka ketika mendapat pujian tentang kemampuan membaca bahasa Inggris				
24.	Saya sering berpikir bahwa membaca lebih baik dibandingkan dengan yang lain, saat saya membaca dalam bahasa Inggris				
25.	Saya belajar membaca dalam bahasa Inggris karena saya merasa senang saat saya mendapat jawaban pertanyaan dosen dengan benar di dalam kelas				
26.	Saya merasa senang ketika seorang teman bertanya dalam tugas mereka membaca dalam bahasa Inggris				
27.	Sangat penting bagi saya untuk menyelesaikan tugas membaca dalam bahasa Inggris saya tepat waktu				
28.	Saya berusaha untuk menyelesaikan tugas membaca dalam bahasa Inggris tepat waktu				
29.	Penting bagi saya mendapatkan nilai bagus dalam mata kuliah membaca dalam bahasa Iggris				
30.	Saya mengerjakan tugas membaca dalam bahasa Inggris sesuai dengan apa yang diperintakan oleh dosen				
31.	Saya berharap dapat mengetahui nilai saya dalam membaca bahasa Inggris.				
32.	Saya membaca dalam bahasa Inggris untuk meningkatkan niali-nilai saya				
33.	Saya berusaha keras dalam menyelesaikan tugas membaca dalam bahasa Inggris ketika tugas itu dinilai				

34.	Saya mencoba membaca dalam bahasa Inggris karena saya membutuhkan nilai bagus dalam tes TOEFL, IELTS, dll				
35.	Saya mencoba membaca dalam bahasa Inggris karena saya ingin melihat nilai membaca saya berkembang dalam tes TOEFL, IELTS, dll				
36.	Saya mencoba membaca dalam bahasa Inggris karena saya ingin mendapatkan nilai yang lebih tinggi dibanding teman-teman sekelas saya dalam tes TOEFL. IELTS, dll				
37.	Saya belajar membaca dalam bahasa Inggris karena ingin lebih baik di kelas berikutnya				
38.	Saya suka menceritakan pada teman saya tentang materi bahasa Inggris yang saya baca				
39.	Saya dan teman saya suka berbagi tentang apa yang kami baca dalam bahasa Inggris				
40.	Saya suka berbicara dengan teman saya tentang apa yang saya baca dalam bahasa Inggris				
41.	Saya suka mengukuti diskusi kelas tentang apa yang saya baca dalam bahasa Inggris				
42.	Saya senang ketika seseorang mengetahui kemapuan saya dalam membaca dalam bahasa Inggris				
43.	Saya mencoba untuk membaca dalam bahasa Inggris sehingga saya dapat mengerti apa yang teman saya bicarakan.				
44.	Saya membaca dalam bahasa Inggris dengan tujuan untuk dapat lulus dalam mata kuliah bahasa Inggris				