

Chapter 1

Introduction

Background of the Study

The growing demand of literacy in English as a second or foreign language is becoming stronger since English has become an international and widely used language around the world. English is now used as the “language of science, technology, and advanced research” which requires the ability to read in English at high levels of proficiency, in order for someone to achieve “personal, occupational, and professional goals” (Grabe & Stoller, 2013:xiv). Therefore, to equip a student to be a skilled English reader becomes an urgent need in language classroom, especially in an EFL context in Indonesia. Skills in reading as well as the willingness to read are both required in order for someone to be a mature and effective reader (Gambrell, 1996).

Motivation, among any other affective factors, is considered as a “star player” in second language learning

around the world, since the role of motivation as “a key to learning in general” has been confirmed by numerous studies and experiments (Brown, 2007:168). In relation to reading, Wigfield (2000:140-141) cited in Grabe (2009:175) asserted that “purely cognitive models of reading do not deal with these sorts of issues (related to motivation) and so do not provide a complete picture of reading”. On the other hand, motivation has been proved to be a significant contributor to students’ reading, therefore more attention should be given to develop students’ motivation to read.

Numerous studies on L1 reading motivation have been conducted. Wigfield, Guthrie and McGough (1996) conducted an interview to a small group of children and reviewed literatures in motivational research. Finally, they proposed that there were eleven dimensions describing students’ motivation for L1 reading. They are reading efficacy, reading challenge, reading curiosity, aesthetic enjoyment, importance of reading, reading recognition, reading for grades, social reasons, reading

competition, compliance, and reading work (Wigfield, Guthrie, & McGough, 1996).

Based on the eleven dimensions, they developed a questionnaire known as Motivations for Reading Questionnaire (MRQ). Several research has been conducted since then by employing those eleven dimensions to measure the impact of students' reading motivation on various reading performances (Wigfield & Guthrie, 1997; Lau & Chan, 2003; Cox & Guthrie, 2001; Mori, 2002).

Study finds that intrinsic motivation outperforms extrinsic motivation as a positive contributor to students' L1 reading performance. It is found that intrinsic motivation prompts students to read more and broader (Wigfield & Guthrie, 1997). Intrinsic motivation is also found to have strongest positive relations with students' reading comprehension and strategy use in reading (Lau & Chan, 2003). Furthermore, it is also found that the amount of students' reading for pleasure is predicted most highly by

motivation, when the other variables are controlled (Cox & Guthrie, 2001). Students who are more intrinsically motivated read more than less motivated students (Cox & Guthrie, 2001).

As L1 reading motivation has proved to be a significant contributor to students' various reading performance, researchers also attempt to examine whether classroom instruction can be utilized to promote students' positive motivation toward reading. Research conducted by Guthrie, Wigfield, and VonSecker (2000) finds that instruction can be utilized to improve students' intrinsic motivation. Another study conducted by Guthrie, et al., (2004) finds that students who receive treatment to improve their motivation use more reading strategies compared to those who do not receive the treatment. Based on those studies, it can be concluded that L1 reading motivation are multidimensional and it plays a significant role in developing students' L1 reading competence.

On the other hand, in L2 reading context, motivational research "has followed quite a different path, and very little of

it addresses reading comprehension” (Grabe, 2009:187). As the result, the way intrinsic motivation is promoted in L2 reading classroom can only refer to research on L1 reading instruction as its best resources (Grabe, 2009).

The research on L2 reading motivation so far has been dominated by Gardner’s concept about instrumentality and integrativeness which are drawn from social psychological theory (Grabe, 2009). However, according to Dornyei (2001, cited in Brown, 2007), instrumentality and integrativeness should not be considered as types of motivation, instead they represent orientation or learner’s context. The role of both orientations is as “motivational antecedents“ which is “to help arouse motivation and direct it toward a set of goals” (Dornyei & Ushioda, 2011:41). As its implication, within one orientation, learner may have high or low motivation (Brown, 2007). Therefore, it can be concluded that Gardner’s concept about instrumentality and integrativeness do not reflect the

multidimensional nature of motivation to learn a second or foreign language.

Within L2 reading research context, according to Grabe (2009), few empirical studies on motivation have been conducted and more research is necessary in order to examine whether the results of reading motivation research in L1 setting may be applicable to L2 setting. Moreover, L2 reading motivation has quite different construct, compared to L2 learning motivation in general (Grabe, 2009).

Other research attempts to explore the construct of L2 reading motivation. Mori (2002) found that intrinsic value of reading in English, attainment value of reading in English, extrinsic utility value of reading in English, and expectancy for success in reading in English are four factors that describe L2 reading motivation. Meanwhile, Komiyama (2013) found that intrinsic motivation and four extrinsic factors: drive to excel, academic compliance, test compliance, and social sharing are the dominant L2 reading motivational factors. Intrinsic and

extrinsic motivation seem to be the concept that underlies all dimensions appearing in L2 reading motivation construct research.

Few research has explored the relation between motivation in L2 reading and students' reading performance. One study conducted by Takase in 2007 found that L1 and L2 intrinsic motivation may predict students' amount of L2 reading but there is no relationship between motivation and reading comprehension (Grabe, 2009). It seems to contradict the result in L1 reading motivation which finds that there is a strong relationship between motivation and reading comprehension (Knoll, 2000). Still another, Pappa, Zafiropoulou, and Metallidou (2003) through their experimental study in motivation boosting, find students whose integrative motivation is boosted show improvement in English reading comprehension. These contradictory results may be caused by different contexts in which the study were conducted and the different instruments used to measure the motivation.

As Grabe (2009:190) points out, in L2 reading motivation research, “the consistent use of a few validated instruments across research studies is important”. Therefore, many opportunities remained to be explored in L2 reading motivation, whether it is to obtain in-depth information on the dimensions of L2 reading motivation, as well as to examine the relationship and the impact of a particular L2 reading motivation dimension to students’ L2 reading performance, especially in English as a second or foreign language.

In an EFL setting in Indonesia, to my knowledge, students’ English reading motivation has not been extensively studied. In fact, in EFL context in Indonesia, reading in English should be given more attention since there is limited exposure to English. Thus, students’ reading in English may become one of the main sources of input for their English acquisition. Unfortunately, students’ low motivation which results in low achievement seems to be a common problem found in EFL classrooms in Indonesia (Mattarima & Hamdan, 2011). It

leaves a gap which needs to be explored further, since affective factors also play crucial roles in second language acquisition.

One survey conducted by Iftanti (2012) examines English reading habits of EFL college students from English Department in East Java, Indonesia. It is found that the majority of the students read in English because of the support from teachers/lecturers, and the topic they read is limited to their study in English Department. In other words, the extrinsic motivation that prompts these students to read in English seems not strong enough to encourage them to read in English for pleasure. It is interesting to examine whether this kind of motivation may have positive relationship with their reading performance, since research in L1 reading shows that it is intrinsic motivation that actually prompts students to read more (Wigfield & Guthrie, 1997), which may lead to better comprehension and vocabulary growth.

Another study conducted by Hadriana, Ismail, and Mahdum (2013) attempts to examine further about the

relationship between motivation and English language achievement in secondary high school students. There is no significant correlation found between students' intrinsic or extrinsic motivation and their language achievement. However, some limitations seem to affect the result of the study. Firstly, the construct used in the study to measure students' intrinsic and extrinsic motivation is not clear. Secondly, the motivation and achievement measured in the study are related to learning English in general, and not specifically addressed to English reading or any other skill. There is no clear proportion or explanation whether the motivation examined and English achievement assessed are measuring the same aspect of learning English (reading, writing, or speaking). It is assumed that the inconsistency between motivation variables and English achievement variables which may result in the absence of relationship between the two. Moreover, based on Wigfield and Guthrie's (1995) hypothesis, motivation, to some extent, is domain specific in nature. Students may be motivated in one

aspect of learning English such as English reading, but not in the other aspect such as speaking English (Mori, 2002).

Therefore, in researching motivation, there should be a clear direction, about which aspect or skill in English learning that is going to be examined. In this study, students' motivation for reading is chosen to be examined. There are eleven dimensions which describe reading motivation as proposed by Wigfield & Guthrie (1996). However, only six out of eleven dimensions are going to be measured in this study. It is due to the consideration that only these six dimensions are found to be reliable (Wigfield & Guthrie, 1995). They are reading challenge, reading curiosity, aesthetic enjoyment, social reasons, reading competition, and compliance.

This research attempts to fill in the gap in L2 reading motivation research, especially in Indonesian context by examining what motivates EFL students to read in English. Moreover, this research also attempts to investigate the correlation between EFL students' reading motivation

dimensions and their reading comprehension ability, as well as to determine which dimension of reading motivation can predict students' reading comprehension ability.

The Research Questions

The central questions formulated are:

1. What are the high school students' motivations to read in English as a foreign language?
2. What is the correlation between high school students' reading motivation dimensions and their reading comprehension ability?

Based on the second research question above, the sub-questions are as follows:

- 2.1. What is the correlation between students' perceived challenge in reading and their reading comprehension ability?
- 2.2. What is the correlation between students' perceived curiosity in reading and their reading

comprehension ability?

2.3. What is the correlation between students' perceived enjoyment in reading and their reading comprehension ability?

2.4. What is the correlation between students' perceived social reasons for reading and their reading comprehension ability?

2.5. What is the correlation between students' perceived desire to outperform others in reading and their reading comprehension ability?

2.6. What is the correlation between students' perceived reading compliance and their reading comprehension ability?

3. Which dimension of EFL students' reading motivation correlates the strongest with their reading comprehension ability?

The Purposes of the Study

The purposes of the present study are as follows:

1. To investigate EFL high school students' motivation to read in English as a foreign language.

2. To investigate the relationship between EFL students' reading motivation dimensions and their reading comprehension ability.

Based on the second purpose of the study, the sub-purposes are to investigate:

- 2.1. The correlation between students' perceived challenge in reading and their reading comprehension ability.

- 2.2. The correlation between students' perceived curiosity in reading and their reading comprehension ability.

- 2.3. The correlation between students' perceived enjoyment in reading and their reading comprehension

ability.

2.4. The correlation between students' perceived social reasons for reading and their reading comprehension ability.

2.5. The correlation between students' perceived desire to outperform others in reading and their reading comprehension ability.

2.6. The correlation between students' perceived reading compliance and their reading comprehension ability.

3. To determine which dimension of EFL students' reading motivation correlates the strongest with their reading comprehension ability.

Theoretical Framework

The theoretical framework used in this study is reading motivation dimensions developed by Wigfield and

Guthrie (1995), which are based on the combination between expectancy-value theory, self-efficacy theory, achievement-goal theory (Mori, 2002), and self-determination theory (Vallerand, 1997 in Dornyei & Ushioda, 2011). Expectancy-value theory is related to individual's expectation to succeed on a particular task and the value of the success (Grabe, 2009). Self-efficacy theory is related to individual's judgment of his own capacity in carrying a task, while achievement goal theory is related to how important someone perceived an achievement toward a goal (Mori, 2002), and self-determination theory is related to intrinsic (to experience pleasure and satisfaction) and extrinsic motivation (to receive extrinsic reward or to avoid punishment) (Dornyei & Ushioda, 2011). Meanwhile, Barrett's Taxonomy of reading comprehension will be used to examine students' reading comprehension ability.

Definition of Key-Terms

EFL reading motivation is the internal forces, such as desire to learn, to outperform classmates, to engage in social activity, to fulfill external goals; satisfaction in overcoming challenging reading passages; and pleasure from reading different kinds of English texts. Those six internal forces direct someone's effort for reading in English as a foreign language.

Reading motivation dimensions is the types of motivations for English reading. The term 'perceived' is defined as students' self-evaluation on their motivations for English reading.

Reading comprehension ability refers to students' performance in recognizing, reorganizing, inferring, evaluating, and appreciating English reading passages.

Significance of the Study

Practically, the information obtained from this study is to serve as an insight for English teachers in Indonesia, especially in high school level, to give more attention in dealing with students' English reading motivation. English teachers can obtain information on what motivate their students to read in English. Thus, the information may be used to adjust the classroom instruction or the activities to meet students' need. For example, children who are strongly motivated to read by their curiosity should be given more tasks which requires them to browse and to read more than tasks in which the answers are provided in their textbook. After the correlation is investigated, this study is followed up by some suggestions for English teachers to motivate the students to read in English in order to improve their reading comprehension ability.

Moreover, this study is also to attest whether EFL students' motivation to read in English can predict their reading comprehension ability. It is due to the fact that one

similar study conducted in Indonesia shows no significant relationship between the two, which seems to contradict the theories that motivation influences learning achievement.

Delimitation and Limitation

This study is delimited to students' English reading motivation within one period only, which means the changes of motivation over time is not being taken into account.

Moreover, the term 'reading comprehension ability' used in this study refers to the combination of all comprehension levels stated in the Barrett's Taxonomy. It is the combination of literal, reorganization, inferential, evaluation, and appreciation comprehension. This study, however, does not discuss the correlation between each level of reading comprehension and students' EFL reading motivation.

As for the reading motivation dimensions, there were eleven dimensions suggested by Wigfield, Guthrie, & McGough (1996). However, the reading motivation dimensions

examined in this study are delimited into six dimensions only. They are the dimensions which are found to be reliable through the reliability test conducted by the researchers.

Moreover, this study chose high school grade 12 students in a private school which applied KTSP curriculum as the population of the study. English was studied as a foreign language and Indonesian language was used as the medium of instruction in this school. Thus, the result of this study may not be generalized to other schools in Surabaya, especially to schools with different characteristics.

Thesis Organization

The thesis is divided into five chapters. The first chapter serves as an introduction which consists of the background of the study, the research questions, the purposes of the study, the theoretical framework, the definition of key terms, the significance of the study and the delimitation and limitation of the study.

The second chapter discusses the related literature which are used as theories and supporting ideas of the present study. The theory about motivation, along with the previous studies on language learning motivation are discussed. Theories related to reading and reading comprehension are also examined.

The third chapter discusses the method of the research. It consists of research method, population and sample, variables, threats to internal validity, instruments, data collection and data analysis procedure. The fourth chapter presents the results of the study as well as the discussion. Finally, the conclusion of the research result as well as some suggestions or recommendation for future research are discussed in the fifth chapter.