

Chapter Two

Literature Review

This chapter discusses reviews of literature related to English Language Education Department Students' motivation in reading academic English texts of Islamic Private University in Yogyakarta. There are several important points explained in this chapter. First, definition of motivation is presented. In the second sub-chapter, the types of motivation is explained followed by the explanation of motivation factors and strategies in reading academic English text. Finally, the previous related studies are also discussed in this chapter.

Definition of Motivation

Motivation is an influencing factor for achieving a special goal. Takaloo and Ahmadi (2017) said that to be motivated means to move forward or move to do something. Motivation helps organisms to build and manage behavior. excitement, interest, desire, and expectation for learning are the main elements of motivation. According to Takaloo and Ahmadi (2017), the levels and types of motivation in any individual are different from others. In other words, each individual has a different level and number of motivations, and the type of motivation they have for each individual also diverse. Motivation is an essential factor in English, Medina (2014) argues that motivation "serves as the initial engine to

generate the learning and later functions of the laborious journey of acquiring a foreign language" (p.153).

To learn English well students must have motivation, so that when studying English they have the encouragement to achieve the target in learning the language. According to Protacio (2012), it is important to focus on motivation to support students into "capable, persistent, and passionate readers" (page 177). According to Sadirman (2006), there are three motivation roles. The first is, to encourage people to do something. In this case, motivation is a tool for activating every activity that will be carried out. The second is, to determine in carrying out the objectives to be achieved so that they can be implemented. Thus, motivation can provide goals and activities that must be done based on goals. The last is, to choose an action, which determines what action is suitable to be carried out to achieve the goal, by eliminating useless actions in order to achieve that goal. Motivation is an action to encourage someone to do something that has a goal so that the activity can be achieved.

Types of Motivation

Motivation is influenced by many factors that involve desire, effort, and curiosity from the learning environment. As a result, various motivational actions can emphasize cognitive behavior (such as observation and use of strategies), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. According to Takaloo and Ahmadi (2017), the following types of motivation to be discussed are intrinsic motivation and extrinsic motivation. Motivation consists of two types as explained in the following paragraphs.

Intrinsic Motivation. Usher (2012) said that “intrinsic motivation is the desire to do or get something because someone really wants and takes satisfaction or sees value in doing something” (p.12). This intrinsic motivation emerges when students have the desire to do something that automatically comes from within itself so that they do not need to get encouragement from other people or from outside. When students have intrinsic motivation from within themselves, they will consciously carry out activities that do not require motivation from others or from outside. They will do it with their own awareness.

In the learning activity, intrinsic motivation is needed especially in reading to learn a foreign language because by reading the students can obtain new words to increase the additional knowledge and vocabulary. Someone who does not have intrinsic motivation is very difficult to do continuous learning activities. By contrast, someone who has intrinsic motivation always wants to progress in learning. The desire is motivated by positive thinking. When a student is intrinsically motivated to read, students will read to discover new knowledge or for some other positive results. A student can be motivated to read because of a deep interest in the content or the main points of a text, or because the text being read attracts students to read. Because students are basically motivated and find pleasure in reading, students often read in their spare time, because of the increasing amount of reading time, therefore intrinsic motivation increases students' understanding of reading. According to Marinak and Gambrell

(2008), Students will not be able to achieve reading comprehension without intrinsic motivation.

Extrinsic Motivation. This extrinsic motivation is the opposite of intrinsic motivation. This extrinsic motivation comes from the outside because there is an impulse that comes from outside. Takaloo and Ahmadi (2017) stated that "extrinsic motivation refers to doing something because it leads to different results"(p.12). Brown (2007) stated that "extrinsic motivation is influenced by some kind of external incentive such as money, prize, grades, and positive feedback" (p. 172). Learning motivation is said to be extrinsic when students must learn to achieve certain goals, such as to get prizes, good grades, titles, and so on. Thus, extrinsic motivation is basically not from within; intrinsic motivation comes from encouragement from others. Extrinsic motivation is a form of external factors that can encourage students to read. Takaloo and Ahmadi (2017) said that

“Extrinsic motivation is different from intrinsic motivation. In extrinsic motivation only to get what is desired and can achieve the expected goals, such as to prevent the punishment of the teacher or to get an award from parents. Extrinsic motivation is related to goal orientation, so students do their actions to achieve the desired goals." (p.12).

Extrinsic motivation involves engagement in activity in respond to external values and demands. For example, when children read to avoid punishment or to meet the expectations of their teachers' or parents' extrinsically they are motivated because their desire to read is controlled externally. Therefore students are

motivated because they want to achieve certain results (e.g. recognition from other people or good grades).

Motivation in Reading

Reading motivation shows a person's readiness to begin reading activities and involves several factors. According Schaffner, Schiefele and Ulferts (2013), theoretically, the difference between reading motivation factors must be in accordance with the various impulses inherent in reading. From the reader's perspective, this encouragement arises as a subjective reason for reading (e.g. reading to please parents, wants to get good grades). In reading motivation there are several factors to encourage students to get motivated. Ruddell and Speaker (1985) said that motivational factors of reading derive from interests, attitudes, and values which help regulate reader expectations and increase attention and persistence in reading. Mathewson (1994) said that reading motivation factor specifically identifies motivation as an affective variable that can affect reading. This model places shared motivational attitudes and other emotions as elements that influence the reader's decision to read, which in turn affects the process of attention and understanding and remembering, reflecting, and reading applications.

Many factors influence students' motivation in reading English texts. Such as factors from teachers, family members, friends, books, environment, and activities have a diagnostic effect on students in terms of awakening their willingness to read. When these factors were analyzed, what draws attention is

that scores concerning these factors make differentiation in context of school and gender.

Usually, various aspects of motivation are categorized as forms of intrinsic or extrinsic motivation. In line with motivation theory, Schaffner, Schiefele and Ulferts (2013) said that extrinsically motivated reading is driven by the expected consequences. Extrinsic reading motivation refers to reasons for reading that come externally for reading activities.

Conversely, intrinsic reading motivation is defined as the willingness to read because the activity itself is considered satisfactory or useful which is based on its own desires. According to Wigfield and Guthrie (2004), reading motivation itself included two kinds of motivation. They are intrinsic and extrinsic factors. Intrinsic motivation, is divided into curiosity, involvement and preference for challenge.

Curiosity. This means that that students' reading motivation is do to willingness learn more about a particular topic because they are interested in the topic. In addition, their curiosity will increase if the topic is so very attractive continuously. Therefore, students will satisfy if students' curiosity was fulfilled.

Involvement. Students' reading motivation in reading will be involved if they feel pleasure in reading a well written book, and articles on the topic. Furthermore, students enjoy their experienced in reading certain kinds of literary and informational texts. At least, the reading material should be informational text. Thus, the students are engaged in that reading process.

Preference for challenge. By reading, the students will get satisfaction from mastering the complexity of the ideas of the text. Students will be challenged if the reading text is difficult enough to be mastered and understood.

Besides that, Wigfield (1997) and also Guthrie (2004) state that students' motivation in reading has influenced by external factor. External factors, includes competition, compliance, grades, recognition and social sharing. Each of those has different explanations in reading motivation of students.

Competition. Students' reading motivation is a desire to outperform others in reading and they read because they would like to compete with their peers. Indirectly, there is a competition in academic reading.

Compliance. The desire of students' reading motivation is based on external goals in academic reading. Furthermore, students' desire to read was because they want to fulfill requirement in academic reading. Usually, it can be a reward that they have. For example; students read some books because there is academic assessment or quizzes and also the reward can be like appreciations from teacher.

Grades. Students' reading motivation is to get great score which is evaluated by the teachers. It can describe that teachers role is to evaluate their students in academic reading and give them good or bad score. It depends on students' proficiency in the reading.

Recognition. The satisfaction of students is that they receive a verification form of the recognition for success in academic reading. The recognition come

from their teachers because if students want to succeed in that academic reading, they should prove that they can understand better what they read especially in academic reading.

Social sharing. Students' will share the meaning of reading content of that text to their peers. Hence, there are some of sharing among students.

However, all of kinds of reading motivation is very significant for the students because it will determine the students' success in process of reading. In addition, each student should have a motivation in reading because it will give them advantages in the future. Furthermore, motivation is the key of success in languages learning.

Strategy in Improving Motivation in Reading Academic English text

Motivation in reading academic English text is very important to improve students' ability to understand the content of reading. There are several strategies to increase student motivation in reading. Bernaus and Gardner (2016) proposed that these strategies could be grouped into four categories. The first category concerns conditions in the classroom; that is, it is necessary to create basic motivational conditions by adopting appropriate teacher behaviours, having a good relationship with students, maintaining a pleasant and supportive atmosphere in the classroom, and providing group norms to promote a cohesive learner group.

The second category focuses on generating students' motivation by enhancing their language-related values and attitudes, increasing their goal

orientation, making the curriculum relevant, and creating realistic learner beliefs. The third category involves maintaining motivation by setting proximal subgoals, improving the quality of the learning experience, increasing student self-confidence, creating learner autonomy, and promoting self-motivating learner strategies.

The fourth category deals with encouraging positive self-evaluation by promoting attributions to effort rather than to ability, providing motivational feedback, and increasing learner satisfaction. Clearly, the assumption underlying all of these recommendations is that teacher behaviour and beliefs have a direct influence on the students. All of these motivational strategies seem important and as a result of studies based largely on student or teacher responses and all of them have been proposed as potentially important

Review of Related Studies

The other researchers have made research concerning motivation in reading English text. In this case, the researcher presents two previous studies related with this research. The first research was entitled “The Motivational Factors for Reading in Terms of Students”. This research was written by Ülper (2011). The researcher wanted to find out the investigated how important reading motivation was in reading processes and what important factors were in reading motivation. The research used quantitative research, and data obtained were analyzed by the SPSS statistical software. Besides, this research was conducted in six schools,

consisting of primary and high school students. The participants of this research were group included 900 students. The finding of the research was such factors as teachers, family members, friends, books, environment, and activities had a diagnostic effect on students in terms of awakening their willingness to read.

The second research was entitled “The Reading Motivation and Reading Strategies Used by Undergraduates in University Teknologi MARA Dungun, Terengganu”. This research was written by Badariah, Muhmad, Yah, and Adeena (2011). This research investigated a connection between the undergraduates’ reading motivation and the reading strategy used and motivation to read had an influence on the use of the reading strategy. The research method used quantitative research, and were tabulated and coded by using the SPSS version 11.5. This research was conducted in University. The finding of the research was reading motivation did influence the acquisition of reading skills and there was 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. Instructors should motivate students to become active readers by improving students’ intrinsic motivation and decreasing their extrinsic motivation.

From two previous studies which have explained above, there are several similarities found from those researches. Firstly, the aims from this research are to know the factors motivation in reading. From the statement mentioned, it is in line with Ulper’s research. Secondly, this research is conducted in University which is in line with Badariah’s, Muhmad’s, Yah’s, and Adeena’s research.

The differences of this research with other previous researches were concerned with on the method, participants and time in conducting the research.

Conceptual Framework

Conceptual framework, according to Miles and Huberman (1994), “explains either graphically, or in narrative form, the main things to be studied—the key factors, concepts or variables and the presumed relationship among them”. (p.18)

In this study, researchers conducted research on English Language Education Department students' motivation in reading academic English texts. Reading for students of English education is very important because reading can improve English Skill and gain knowledge. Reading is an interactive process between the writers and the readers. Alyousef (2005) defines reading as interactions between readers and with the text. Reading strategies help learners pay attention to textual cues, overcome difficult situations while reading, and integrate information from the text (Block, 1986). The students understand from reading to the students of English language learners, but they are still low in motivation to read it. Students are not fully motivated. In this study, researcher wants to know the factors that influence students motivated in reading.

Researchers also wants to know the strategies used to improve motivation in reading English texts. After knowing the motivation to read students of English education is still low, then researcher wants to examine the motivation to read English education students.

The conceptual framework of this study is described in the following figure.

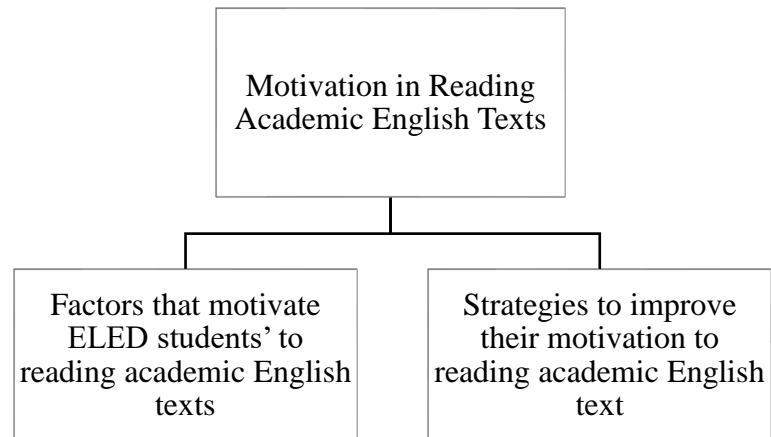


Figure 1.0 Conceptual Framework