

## **Chapter Four**

### **Finding and Discussions**

This chapter explains and discusses the result of the research including findings and discussions. This research was conducted to explore two research questions that were presented in chapter one. The research questions were two fold; The first one is “What are the factors that motivate ELED students to read academic English texts?” and the second one is “What strategies do ELED students use to improve their motivation in reading academic English text?”. The findings of the research will be discussed and connected to the existing literature and previous research.

#### **The factors that motivate ELED students’ to read academic English texts**

After collecting the data through interview, the researcher attempts to answer the first question of the research and presents the discussion of the findings by connecting the findings obtained from the interview with the literature. The first question is about the factors that motivate ELED students’ to read academic English texts. There are two aspects, namely intrinsic motivation and extrinsic motivation. The researcher found six students' motivations factor revealed by the participants through analyzing the interview data. The following paragraphs will detail the factors followed by the discussion of these factors.

**Extrinsic motivation.** This extrinsic motivation comes from the outside because there is an impulse that comes from outside. Santrock (2013) states that extrinsic motivation refers to someone or individual who has eagerness to gain

something to get reward and to avoid the punishment. Many people want to have the motivation to learn and one of them is reading. According Al-Tamimi (2009) motivation can be obtained from the encouragement of others to foster enthusiasm in achieving something. In reading academic English text students have motivations to get what they want such as to obtain good grades and a prize. Therefore, when students had extrinsic motivation in reading the academic English, it means that the motivation derives from external factors. based on interviews, all participants acknowledged that the motivational factors they had were due to encouragement from others. Specifically, there were six factors that drive students' motivation in reading academic English text, namely the desire to obtain good grades, demands from lecturers, academic English books, reading with friends, requirements for writing the thesis, and explanations from lecturers that are easy to understand.

*Wanting to get knowledge.* According to the participants, reading academic English text could motivate them to gain new knowledge. Students felt happy when reading and it could make them motivated to get knowledge because they felt that they still had lack of knowledge. This motivation was expressed by Lisa and Jennie who stated that this motivation came from within themselves because they wanted to gain knowledge. Lisa said, "... when reading academic reading English text we can get knowledge and read academic English text is a must". Similarly, Jennie also stated, " When I realized that the knowledge that I had now was still lacking, I must improve reading to get deep knowledge".

Based on the data above, it is shown that their desire to gain knowledge from reading was the extrinsic motivation. This was one of their motivational factors in reading academic English text. Locke and schattke (2018) said that extrinsic motivation it pertains to what value a chosen activity can lead to, for example; physical activity (exercise), education (gaining knowledge and skill), pursuing a career, etc. This means that the motivation factor of students in reading academic English texts was to get knowledge.

*The desire to obtain good grades.* Good grades is something that every individual wants to achieve as something needed. When students get an A in the subject they are said to have good grades. This finding showed that the desire to get good grades was considered as one of the extrinsic motivations in reading academic English text. As revealed in the interview, the students were motivated to obtain grade because the lecturers demanded them to read academic reading texts and asked them to do quizzes. The student This was expressed by two participants who stated that motivation in reading academic English text was to obtain good grades. Jennie said, “ When my lecturer asked to read and do the quizzes, I read I enthusiastically because I would gain the good score if I did the quizzes correctly”. She felt that when she had motivation she would have courage to read. Jennie’s statement was agreed by Rose who stated, “When I was asked by the lecturer to read and to do the quizzes in the following week, I have to read because by reading I could expect a good grades”.

Based on the data above, when students had motivation in reading, they would be able to work on the quiz provided by the lecturer. When they could do

quizzes, they would get good grades. Wigfield (1997) and also Guthrie (2004) said that Students' reading motivation is to get great score which is evaluated by the teachers. It can describe that teachers role is to evaluate of their students in academic that reading and give them good or bad score. Therefore they had motivational factors in reading academic English text, which was to get good grades. They assumed that grade was very important. Klauda (2009) said that motivational factors would include several factors such as desires to obtain certain goals, prizes and good grades.

*Demands from lecturers to read.* When students were demanded by the lecturers to read, students would feel more motivated because it was a necessity and it could enhance their learning interest. This statement was expressed by Lisa as she said, "Lecturers require us to read and that will increase students' motivation in learning". Lisa's perspective was supported by Jennie who said, "reading academic English text is mandatory from lecturers so that I am motivated to read". Similarly, Jisoo explained, "We are told by the lecturer to read because the reading materials will be discussed next week".

Based on the data above, it can be seen that the demands of the lecturer motivated students to read the academic English text. Then from these factors, students would be more motivated to read in order to obtain the expected goals and to arouse students' interest in learning. This finding is supported by Ulper (2011) who said that one of the factors that influences the students' motivation in reading English text is the teacher. The activities given by the lecturer have a very important effect on students in terms of arousing students' willingness to read.

*Appropriate level book.* When viewing material from a book that is easy to understand, students were motivated to read academic English text. According to participants, related to reading academic English text, not all books were easy to understand. The difficulty in reading academic English text book were linked to complicated sentence structure, abundant reading materials and difficult vocabularies. According to the results of the interview, when students could understand the contents of the material from the book, they would be motivated to read. This notion was captured from the response made by Lisa when asked about what motivated her to read. She stated, “When I understand the contents of the book I was motivated to read the next chapter”.

For Jennie, the easy book was referred to the easy structure. In addition to this, Jenny also stated that an interesting book title made her motivated in reading. Another participant, Rose, added that in addition to easy structure, easy grammar and vocabularies as well as thin book gave her impetus to keep reading. She said, “When I find a thin book and its grammar and vocabularies were easy to understand, I will be motivated to read”.

Based on the data above, it can be concluded that what made participants have motivation to read academic English text was from the ease of language in the book. It was one of the factors that motivated students to read academic. The participants considered the easiness in terms of the grammar, vocabularies and language structure as the sources of motivation in reading academic English text. The finding is in line with what has been stated by Huang (2006) that language

components such as grammar and vocabularies which are easy to understand will increase students' motivation.

***Social sharing.*** Based on the interview with participants, reading with friends was one of the motivational factors for students in increasing motivation to read academic English text. When students read together with their friends, they could be motivated and exchange ideas. Specifically, Lisa explained that when she was invited by her friends to read academic English she was motivated. Similar to Lisa's statement, Jennie was not excited when she read alone. Instead, she had to read with her friends. "When I read, I have to be with friends because when I read alone I am not excited".

Based on the findings above, the students cultivated motivation to read the academic English text when they read together with their friends. In other words, learning with friends could increase reading motivation. Grambell (2011) stated that reading with others, and talking about books with peers in that class are forms of interaction between friends to support their reading motivation. In line with statement other, Cox and Guthrie (2001) stated that reading with others is an important way to improve both academic and social development students in getting motivated.

***Academic reading demand to do thesis.*** When working on a thesis to graduate from university, students were motivated to read academic English text. Students who read academic materials would obtain useful knowledge when they wrote their letter. When students had the desire to be able to do the thesis, they

were motivated to read. This was expressed by Lisa who said, "When I was motivated to read the academic English text it would make it easier for me in the future to do the thesis, because when doing thesis I am required to read academic books such as journal articles and other reading materials that make me motivated" As Rose said, "What motivated me when I read the academic English text was that it would be useful in the future while working on my thesis".

Based on the findings above, the motivation factor of students in reading academic English text was to work on a thesis because by working on thesis they would be able to train and have the motivation to read. Wigfield (1997) and also Guthrie (2004) state that "the desiring of students' reading motivation is based on external goals in academic reading. Students read some books because there is academic assessment". When they had motivational factors to get the goals to be achieved they would continue to be motivated for the purpose to be expected.

This study found six motivational factors for students to read academic English text. Motivational factors are categorized in two aspects, namely intrinsic motivation and extrinsic motivation. As in extrinsic motivation, there were also six motivational factors found in the interview. This motivational factor include the wanted to gain knowledge, desire to obtain good grades, demand from lecturers to read, appropriate level book, social sharing, and academic reading demand to do theses.

### **Strategies for ELED students use to improve their motivation to reading academic English text**

After collecting data, researchers attempted to answer the second research question. The second research question was related to the strategies used by ELED students to improve their motivation in reading academic English text. The researcher found that there were four strategies used by four participants to solve difficulties in motivating themselves to read academic English texts. This section also provides interview data and is followed by discussions along with expert judgment.

*Reading Frequently.* Frequent reading was one of the strategies of students to read academic English text. When students did not understand the reading materials, students would read it repeatedly until they understood the contents of the material. Reading repeatedly made students understand the material. Therefore repeated reading was one strategy to increase student motivation. This strategies was found from interviews with Lisa suggesting that continuous reading could help her to increase motivation in reading. As Lisa explained, "When I read only once, it did not understand the contents of the reading. Therefore, I was motivated to read over and over again until I understood".

Based on the findings above, the strategies for improving the motivation to read academic English text was reading frequently. McRae & Guthrie (2009) stated, motivation for reading was most highly associated with whether or not students read widely and frequently on their own accord. Reading frequently was



believed by Lisa as the effective way to help her gain understanding and reap the benefits of reading.

*Discussing materials with friends.* Discussion with friends was one of the strategies undertaken by participants to increase students' motivation in reading academic English text. When students discussed with their friends, they would help each other to overcome learning difficulties. This strategy was found from interviews with Lisa, Jennie, and Rose that discussing with friends could help them increase their motivation in reading academic English text. As Lisa explained, "Discussion with friends allow us to explain and help each other". In the similar vein, Jennie said, " I invite friends to discuss academic readings for quiz material held next week". Similarly, Rose stated, "I asked friends and discussed together to understand the material".

Based on the findings above, students' gained motivation in reading academic English text when they studied together. The participants felt that their friends were motivators who could foster a sense of enthusiasm to increase reading motivation. The statement was supported by Bernaus and Gardner (2008) who said that friends are motivators to achieve successful learning. Therefore, it is suggested that learning with friends must be fun learning styles to increase student motivation. Gambrell (2011) also states that social interaction supports reading motivation in various ways.

***Building self-confidence.*** The researchers found that there were two participants who had strategies to increase their reading motivation by building self-confidence. They built self-confidence by thinking positively and avoiding underestimating themselves. Jennie and Jisoo's explained that to overcome the incomprehension of reading, they think positively. Jennie believed that she understood the material from the books she read and she could do the quiz given by the lecturer. She said, "I build my confidence by positive thinking. So, that I understand the books that I read and I can do the quiz that will be given by the lecturer". It was also conveyed by Jisoo, "I read the system first, then I built self confidence if I definitely can read books that are like this (academic English text)".

Based on the findings above, the strategies for motivating students to increase motivation in reading academic English text was building self-confidence by cultivating positive thinking and avoiding underestimating their ability when reading academic English text. According to Bernaus and Gardner (2008), increasing student confidence is a strategy of students to motivate themselves in reading.

***Sharing with lecturers.*** For the last finding, lecturers played an important role in fostering student motivation. In fact, support from lecturers played an important role in the motivation of students to achieve success in the learning process. Rose admitted that she contacted the lecturer to consult about the difficulties that prevented her from being motivated in reading to get a solution from the lecturer. Rose stated, "To increase the motivation to read academic

English text, I share with lecturers to get solutions when I am not motivated in reading". She mentioned that after she shared with the lecturer, she became enthusiastic and motivated to read because the lecturer gave a solution.

From the statement above, it can be concluded that sharing with lecturers was considered a strategy for students to motivate themselves to improve reading the academic English text. Turner, Chandler, and Heffer (2009) say that students who tend to share experiences with others will be motivated in learning.

This study found several strategies used by students to motivate themselves in improving reading the academic English text. The strategies are reading frequently, discussing materials with friend, building self-confidence and sharing with lecturers.