What Can Reading Motivation Do for Improving Student's Reading Comprehension? Implications for Reading Instruction in the School

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Abstract. This study is a qualitative study which to know the problems of students' reading motivation as an implication for reading instruction for improving reading comprehension. The instrument that had been used for this study is questionnaires and literature review was done to give solution for implication in the reading classroom based on theories. For 21 students in junior high school who have been distributed a questionnaire could be found that some students have some problems in reading efficacy and intrinsic motivation (reading work avoidance). Some solutions to solve students' reading motivation are 1) Sociocultural environment is part of a solution in creating reading motivation in order peer influence happened on it. 2) By viewing locus of control, appropriate book and text determine the reading motivation of the students. 3) Furthermore, the students must be given the freedom to choose the kinds of text that they want to read. 4) reward and punishment can be applied on the reading class to invent students' reading motivation 5) activating the school library can increase reading interest but must be accompanied by making several programs that support reading activities.

Keywords: Reading Motivation, Reading Comprehension, Reading Instruction

Introduction

By reading, students can acquire a wealth of knowledge-enhancing information. When students read numerous texts and absorb them effectively, they will experience the benefits of reading. Additionally, students can find satisfaction in reading. Numerous people read for enjoyment in their daily lives. Students can read a variety of texts in their contexts, including newspapers, magazines, and advertisements. Students have to completely internalise the information that they read in order to be great readers. Consequently, reading comprehension is crucial for students.

Motivation becomes the main aspect of second language (L2) development (Bıyık et.al, 2017; Dörnyei & Ryan, 2015: Dörnyei & Usihoda, 2009, 2011; Dörnyei, 2001, 2005; Gardner, Tremblay, & Masgoret, 1997; Gardner, 1985; Gardner & Lambert, 1959, 1972). Reading motivation is one of the characteristics that influences reading comprehension itself and is essential to the successful acquisition of reading skills. The students' level of reading motivation is an essential component to their overall reading performance. According to Jamestown (2006: 7), "reading motivation is the attempt to establish particular conditions in order for someone to desire to read and be willing to read in order to receive the meaning from the text." [Citation needed] It implies that the students who are motivated to read will work really hard in order to comprehend what is being conveyed in the text.

The study of Central Connecticut State University in March 2016 shows that Indonesian people have lack of reading interest. It can be seen from the rank position of

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Indonesia which is ranked 60th out of 61 countries about reading interest. It means that, Indonesia still has low reading motivation than the other country.

If most of the students did not pay attention to the teachers in teaching reading, it can be assumed that the students have low reading motivation. In addition, when the teacher asked them to read texts and answer the question related to the texts, most of them did not accomplish the task. This case occurred in all (9) of Junior high School in Jaluko, Muaro Jambi, Jambi, Indonesia. The students did not concentrate when teaching learning reading process happened in the class and based on the teachers' perception most of the students did not get the expected minimum scoring (65) of reading. It becomes a big problem in this sub-district. To solve this problem, the main causes of the reading motivation of the students should be found and analyzed.

Theoretical Framework

Reading Comprehension

The process of readers comprehending toward reading literature in order to obtain certain information is referred to as reading comprehension. Reading comprehension is needed for students to comprehend the reading text. Good reading comprehension sould be had by students. Tomáš et.al (2018) states that reading comprehension is an activity to understand a written text. The process of negotiating understanding between the reader and the writer is the understanding reading text (Wright, 2017; Feng, 2000). There is a psychological process involved in reading comprehension, as well as linguistics aspects, such as phonological, morphological, syntactic, semantic, and pragmatic elements. Reading comprehension, in a nutshell, refers to an effort made by the reader to gain concepts from written material by conducting an analysis of psychological processes and linguistics elements.

Reading comprehension requires imaginative thinking on the part of the reader so that they can extract the concepts or information from the text they are reading. According to Tomá's (2018) definition, reading comprehension is the ability to comprehend a written material in order to derive the necessary information from it in the most time and effort efficient manner feasible. Tomá also asserts that an active mental process is meant to be referred to when discussing the significance of acquiring the necessary knowledge for reading comprehension. It suggests that when a reader reads a reading text, he actively attempts to comprehend the text's message by anticipating, evaluating, and organising. Reading comprehension requires the correct association of meaning with words and symbols, evaluation of suggested meanings in context, selection of the correct meaning, organisation of ideas as they are read, retention of these ideas, and application of these ideas to some present or future activity (Kuşdemir and Bulut, 2018; Murcia, 2001). Reading comprehension needs the correct correlation of meaning with words and symbols, the evaluation of suggested context-based interpretations, and the identification of implied meanings (Kuşdemir and Bulut, 2018; Murcia, 2001). Reading requires the correct correlation of meaning with words and symbols, the evaluation of context-based meanings, and the creation of mental images that match to those meanings. This illustrates that reading comprehension takes more than the ability to decipher symbols and comprehend the context of written content. Reading comprehension extends beyond merely reading a text or word.

Based on the statement above reading comprehension refers to the act of a reader being able to take in all of the information. Reading comprehension is not only the act of reading, but also the process of studying and evaluating the opinions expressed by the author in written material in order to generate some ideas. Developing a reading motivation will result in a more enjoyable reading experience. One's interest in reading can be thought of as a form of intrinsic motivation and has been compared to a personal investment. It implies that the students who have a strong desire to read will have an interest in doing so (etin, 2017; Gutrhie, 2006).

Reading Motivation

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However, comprehension often occurs as students' problem in reading. Second grade student in all (9) of Junior high School in Jaluko, Muaro Jambi, Jambi. have problem related to reading comprehension, especially at SMPN 7 Muaro Jambi. Most all students in this school have this problem so it became a big problem in this school. Based on the preliminary data in interview on 31st January- 2nd February, most of the students did not reach expected minimum scoring (KKM), and got difficulties in comprehending text. Teachers said that most of the students difficult to comprehend a text because the students have lack of vocabulary. It is in line with the students' statement, most of students also said that, they difficult to comprehend a text because they have lack vocabulary.

In addition to that, the reading motivation of students is an important factor in the teaching and learning process regarding reading comprehension. The stuents' level of interest in reading is a crucial component to their overall success in acquiring reading skills. According to the observations made, the majority of the students did not pay attention to the professors when they were being instructed on how to read. In addition, when the teachers requested the students to read the texts and respond to the questions that were connected to the texts, the majority of the students did not complete the task. The stuents come to the task of reading English literature with a variety of distinct reading motivations. There are some students who have a poor incentive to read, while there are other students who have a high motivation to read. According to the findings of the research, there are certain stuents who have a poor reading motivation, and these students do not want to read a text. It is reasonable to suppose that the majority of the stuents lack interest in reading because they did not pay attention to the teachers when they were instructing them on how to read. In addition, when the teacher requested them to read some texts and answer some questions that were relevant to the texts, the majority of them did not complete the assignment that was assigned to them. This incident took place at all nine of the Junior high Schools in Jaluko, Muaro Jambi, Jambi, Indonesia, however it was more prevalent in SMPN 7 Muaro Jambi. The students did not concentrate when teaching learning reading process happened in the class and based on the teachers' perception most of the students did not get the expected minimum scoring (65) of reading. It becomes a big problem in this sub-district. To solve this problem, the main causes of the reading motivation of the students should be found and analyzed.

Besides that, there are some aspects in improving student's motivation in reading. There are two ways in creating reading motivation. The first method is to make use of content that inherently possesses the capacity to attract and maintain the interest of the reader. The second method is to make use of the material that is accessible in a manner that is engaging to the audience (Büyükkarada, 2017; Haris, 1990). The more complex explanation about the aspect in improving student's motivation in reading is given by Kaya (2018) in which he explains that the practice of using interesting texts to build students' motivation in reading refers to the teaching from the sample of books, material, and technology that are relevant to the learning and knowledge goal. It implies that the teacher should use appropriate materials and media to encourage students to read so that they develop an interest in reading.

The teacher facilitates the development of students' reading motivation. According to Gambrell, et al. (2007), "teachers promote students' reading growth by developing classroom cultures that foster reading motivation, including offering a book-rich environment, opportunities for choice, and opportunities for social interaction with others." Consequently, these factors can assist the teacher in fostering students' reading motivation during the teaching-learning process.

The students that have reading motivation have some characteristics. There are some characteristics of students that have high motivation in reading: first, they have motivation in reading. The second, being persistence in facing difficulties. Third, they have self-confidence in reading. Fourth, they are not easy being to be satisfied with the reading result. Fifth, they want to get feedback and assessment on the task. Sixth, they are competing positively with themselves and others to get a better result. Seventh, they have effective and efficient reading strategies. Eight, they have discipline in using time and reading strategies. Last, they have a

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willingness to read. It means that, the student who has high reading motivation will enjoy reading a text, know the benefit of reading, interest in reading text, and read a text by their own desire (O'Garro, 2017; Prayitno, 1989).

Several types of reading motivation exist. According to O'Garro (2017), there are three types of reading motivation: first, the work on self-efficacy suggests that when the reader believes they are competent and effective at reading, they are more likely to participate in reading. This category includes subcategories such as reading effectiveness and reading difficulty. The second factor is intrinsic and extrinsic incentive to read. Intrinsic reading motivation refers to choosing to read and engaging in the activity for its own sake, whereas extrinsic reading motivation refers to choosing to read and engaging in the activity for external causes, such as grades and teacher-awarded incentives. The subcategories of intrinsic reading motivation are reading interest, reading involvement, the significance of reading, and reading work avoidance. The subcategories of extrinsic reading motivation include recognition for reading, competition in reading, and reading for a grade. The final motive for reading is social. This area contains subcategories, which include social reading motivation and compliance.

The indicators of reading motivation in this study used the indicators proposed by Wigfield and Guthrie (1997) because they divide three categories of reading motivation into some sub-categories, and the categories become the indicators and sub-categories become sub-indicators in assessing the reading motivation of the student.

Reading Instruction

Reading instruction is influenced by a number of different elements, including the following: (1) Written words have pronunciations; (2) written words have meanings; (3) words are constructed of components, such as letters and morphemes; (4) written words often appear in meaningful text; and (5) the objective of reading is to derive meaning from written material. There is some overlap amongst approaches, making it more difficult to compare them because different kinds of training place greater emphasis on some of these principles while downplaying or disregarding others. Despite this, however, there is still significant overlap between various techniques. Whole language training, for instance, emphasizes word comprehension within the context of a passage, but it also integrates phonics to some level (e.g., Moats 2017; NPR, 2018). This has consequences for the interpretation of the meta-analyses mentioned below. The general notion that systematic phonics should be included in a more complete literacy curriculum further complicates the problem. National Public Radio (2000), for instance, emphasizes the significance of mixing systematic phonics with other forms of learning. These additional forms of education should include tactics for phonemic awareness, fluency, and comprehension. This also makes it more difficult to make claims about systematic phonics on its own. Due to these obstacles, it is necessary to perform a thorough investigation of systematic phonics and its relationship to alternative approaches in order to evaluate the claims made regarding the significance of systematic phonics (Bowers, 2020).

One further strategy for teaching reading is known as balanced literacy, and it is intended to blend whole language, with its emphasis on reading for meaning, with systematic phonics. However, there is a common misconception that balanced literacy is merely another name for whole language instruction. This is due to the fact that phonics are not taught first in balanced literacy, nor is sufficient attention placed on them, nor are they taught in a systematic manner (e.g., Moats 2017).

Material and Method
Design of the Study

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This study is a qualitative study which investigate the problem of students' reading motivation. Each indicators of reading motivation are tabulated to get a description of the state of students' reading motivation. Next, literature review was used to give the information for solving the problems of students' reading motivation as an instruction for teacher and the school for building reading motivation.

Participants

Second-grade students were as participant for this study. It is second-grade students (N= 21) in the Junior High Scholl from 9 schools in the sub-district of Jambi Luar Kota, Muaro Jambi district, Jambi, Indonesia. Each participant was taken in each class of the schools. They learnt English course 160 minutes in a week. All English classes in the second grade of the schools were taught by using different techniques. An English course handbook, which focused on reading comprehension, is also used as media in teaching and learning. However, the students have lack comprehending in reading. The mean score of reading comprehension of the students is far from the school's expected minimum scoring (65).

Instruments

There are three indicators with some sub-indicators which proposed by Wigfield and Guthrie (1997: 421) and those indicators were developed into 25 statements of the questionnaire. The description of the indicators can be seen in the table below:

Table 1
Reading Motivation Indicators

No	Indicators of Reading Motivation	Sub- Indicators of Reading Motivation
1	The work on self-efficacy	Reading efficacy Reading challenge
2.	Intrinsic and extrinsic reading motivation	Intrinsic reading motivation Reading curiosity Reading involvement Importance of reading Reading work avoidance Extrinsic reading motivation Reading for recognition Competition in reading Reading for grade
3.	Social motivation for reading	Social reason for reading Compliance

The questionnaire was developed by using Likert scale model which indicated: strongly agree, agree, disagree, and strongly disagree. In the questionnaire there are two kinds of statements, they are positive and negative statements. For the score of each statement can be seen on the table below:

Table 2
Positive and Negative Statement of Questionnaire

No	Positive Statement			Negative Statement		
	Frequency	Symbol	Scores	Frequency	Symbol	Scores
.	Strongly Agree	SA	4	Strongly Agree	SA	1
.	Agree	A	3	Agree	A	2

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.	Disagree	D	2	Disagree	D	3
.	Strongly disagree	SD	1	Strongly disagree	SD	4

If the students get a score 1 or 2, it means that they give a negative statement for that item and the students are categorized as positive statements if the students give a score 3 or 4. This questionnaire was categorized reliable because the result of reliable analysis by using Alpha formula is 0.887. It means that this questionnaire is very highly reliable.

Results and Discussion
Results

In this study, the tudents were divided into two groups: those with a high level of reading motivation and those with a low level of reading motivation. Students who have reading motivation and a score that is higher than the mean score of reading motivation are considered to have high reading motivation, whereas students who have reading motivation and a score that is lower than the mean score of reading motivation are considered to have low reading motivation. The average number of points awarded for reading motivation was 79.42. The following table illustrates the differences in academic performance between students with high and low levels of reading motivation:

Table 3
Summary of Students' Reading Motivation

	Reading Motivation	
	High	**Low**
Minimum Score	81	66
Maximum score	95	79
N	11	10

The students that have a high level of reading motivation have a score in the range of 81 to 95 for their reading motivation, as seen in the table that is located above. Scores between 66 and 79 on the reading motivation scale are given to students who have a poor level of reading motivation. There are 11 students who have a high reading motivation, whereas there are 10 students who have a poor reading drive. This may be seen. It is possible to draw the conclusion that nearly half of the participants have a low motivation for reading.

Percentage of reading motivation

Quantitatively, from the questionnaire of reading motivation, it can be seen that there are some aspects of reading motivation which still low have by the students. It can be seen from the table below:

Table 4
The Percentage for Each Indicators

No	Indicators of Reading Motivation	Sub- Indicators of Reading Motivation	Percentage of positive response	Total
1	The work on self-efficacy	Reading efficacy	69,84127	77,14 %
		Reading challenge	88,09524	
2.	Intrinsic and extrinsic reading motivation	Intrinsic reading motivation		79,05 %
		Reading curiosity	93,65079	
		Reading involvement	85,71429	
		Importance of reading	76,19048	
		Reading work avoidance	61,90476	

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	Extrinsic reading motivation		90,5 %
	Reading for recognition	88,09524	
	Competition in reading		
	Reading for grade	88,09524	
		95,2381	
3.	Social motivation for reading	Social reason for reading	78,57143	85,71%
		Compliance		
			92,85714	

Reading efficacy

In this part there 3 kinds of questions. The question can be seen on the table bellow:

Table 5
Reading Efficacy

Number of Question	Question	Percentage of Positive Response
1	Saya adalah pembaca yang baik	90,5 %
2	Saya merasa dalam belajar membaca teks bahasa Inggris, saya lebih giat dari pada teman- teman saya didalam kelas	66,7 %
3	Saya merasa kemampuan membaca saya lebih baik dari pada kemampuan saya yang lainnya.	52,38 %

From the question, it can be concluded that there are still many students who do not have good self-confidence in reading. They still believe that they do not capability in reading, especially English reading text.

Table 6
Reading work avoidance

Number of Question	Question	Percentage of Positive Response
6	Saya jadi malas membaca jika pada waktu membaca menemukan kata- kata yang terlalu sulit	66,7 %
7	Saya tidak suka pertanyaan dalam pelajaran bahasa Inggris yang menanyakan synonym/ antonym (vocabulary) dikarenakan vocabulary saya masih kurang	66,7 %
8	Cerita yang rumit membuat saya malas untuk membacanya	52, 38 %

We can see that from the table above, there are still many students who did not have challenging souls to solve a difficult problem. They always give up when a ifficult problem is encountered in reading.

Table 7
Importance of reading

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Number of Question	Question	Percentage of Positive Response
14	Tidak penting bagi saya untuk menjadi seorang pembaca yang baik	71,43 %
15	Jika dibandingkan dengan aktivitas yang lain, menjadi pembaca yang baik adalah yang paling penting	66, 7 %

Discussion

The questionnaire of reading motivation was distributed to measure the students' motivation in reading. Half of the sample of the research shows that have low reading motivation and most problems of the students who have low reading motivation are in the work on self-efficacy and intrinsic motivation.

The work on self-efficacy is readers' confidence on competency and efficacies at reading. Self- confidence in reading should be had by the readers. By having good confidence in reading, the readers will explore their skills in reading and they will try hard to comprehend the text deeply. There two sub-indicators of this indicator, they are: reading efficacy and reading challenge. The main problem in this indicator is in reading efficacy. They did not believe that they are good reader and their ability better than others. These problems happened because they believe that they do not have good English proficiency and lack of motivation from the teacher to build their self-confidence. Based on the observation, most of the teachers usually did not give appreciation when the students give an incorrect answer. This way can influence students' self-confidence. It is better for the teacher if the students give an incorrect answer, the teacher still give appreciation for the students who have given their opinion.

Intrinsic reading motivation is a motivation at reading that comes from readers' hearth. Readers believe that reading is important for them to gain a lot of knowledge. These indicators consist of some sub-indicators, such as reading curiosity, reading involvement, the importance of reading, and reading work avoidance. The main problem in this indicator is in reading work avoidance. The students often give up on reading when they face difficult words, complicated story and they believe that become a good reader is not important for them. These problems make them difficult to gain knowledge from reading text. The teacher should be concerned to solve these problems in order the students can do their extensive reading well and they can get much information from reading. Based on the observation that has been done, most of the teachers only ask the students to look for difficult words from a dictionary. This strategy does not train the students to use their critical thinking. Reading needs critical thinking to analyze the content of the text. By having critical thinking, the students can analyze the meaning of difficult words without using a dictionary and comprehend a complicated story. Therefore, the intrinsic motivation of the students will be improved well.

Students who were more interested in reading were required to pay a greater amount of attention to the text that was being presented by the teacher. They were more likely to participate in class discussions and show interest in reading than students who struggled to find the drive to read. According to O'Garro (2017), students who have strong reading motivation find it difficult to be content with the reading result, and they are more interested in receiving feedback and being evaluated on their performance in the reading activity. It implies that the students who have a strong reading motivation will put in a lot of effort in order to achieve positive results in reading.

According to the findings of Biyik et al. (2017), students who have a low reading motivation do not achieve better reading results than students who have a strong reading motivation. It indicates that the stuents who have a low level of interest in reading were not motivated to participate in reading-related instructional activities. They ended up being more

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subdued as a result in the classroom. In addition to that, they lacked confidence, were unwilling to work hard, and were uninterested in finding the solution to the reading text question. These are the reasons why students who have a lower reading comprehension have a lower reading comprehension than those students who are very motivated to read.

Conclusion

Based on the result above, it can be concluded that teachers should create an environment that enables students to select what they want to read and have the freedom to stop reading material that fails to interest them. While it's important for teachers to provide guidance and offer a range of options, giving students the freedom to choose what they want to read empowers them and enhances their overall learning experience. It encourages a lifelong love for reading and nurtures critical thinking skills, empathy, and personal connections with literature. The influence of positive peers had a beneficial effect on sorts of motivation that were more self-determined. Self-determined motivation refers to the internal drive and desire to engage in an activity for its inherent enjoyment, personal interest, or meaningfulness, rather than being solely driven by external rewards or pressures. Positive peers can provide encouragement, validation, and support, creating a sense of belonging and connection. This support enhances individuals' feelings of competence and autonomy, which are essential for self-determined motivation. Peers who value and respect each other's goals and interests create an environment conducive to intrinsic motivation. Observing peers who are intrinsically motivated and passionate about their pursuits can inspire others to develop similar motivation. When individuals witness their peers engaging in activities with genuine interest and enthusiasm, it can ignite a desire to explore and pursue their own interests, thereby fostering self-determined motivation. Positive peers often share similar interests and goals, leading to a sense of camaraderie and collective motivation. When individuals are surrounded by peers who are enthusiastic about similar activities, it creates a supportive and motivating environment that reinforces intrinsic motivation. Collaborating and sharing experiences with like-minded peers can further enhance the self-determined motivation. Positive peers can provide constructive feedback and engage in healthy competition. This feedback and competition, when approached positively, can challenge individuals to improve their skills and enhance their intrinsic motivation. It creates an atmosphere where individuals strive for personal growth and development, driven by their own aspirations rather than external rewards. Interacting with positive peers can contribute to emotional well-being, which is closely linked to motivation. When individuals feel positive emotions such as joy, enthusiasm, and happiness in the presence of their peers, it enhances their motivation to engage in activities and pursue their interests with greater self-determination. Positive peers play a crucial role in promoting self-determined motivation. Through social support, role modeling, shared interests, constructive feedback, and emotional well-being, peers can create an environment that fosters intrinsic motivation and personal growth. Encouraging positive peer interactions and cultivating a supportive peer community can have a significant impact on individuals' motivation to pursue their goals and interests with a sense of autonomy and intrinsic satisfaction.

Acknowledgement

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