

READING MOTIVATION OF TENTH-GRADE STUDENTS AT SMA ADVENT UNKLAB AIRMADIDI

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Abstract: As we all know in the world of education, reading is an important thing. Because by reading we can find various important things and also add knowledge. Of course, in reading, we need the motivation to be able to read long. This study aims to measure and find out how much motivation 10th graders have to read. By using quantitative methods, this study succeeded in finding out how much interest in reading the 10th graders had based on gender. This study also gives some understanding of what motivation is. And the results of this study showed that the teacher should provide interesting reading or writing so that it creates enthusiasm in reading to students. The perceptions of male and female students in this school were found to be the same, so there was no difference between who was more motivated in reading, in addition, the result of this study is expected to help readers and future researchers in discussing similar problems.

Keywords: *Reading, Motivation, English, Senior High School, Gender*

INTRODUCTION

Reading is a thing that has been commonly heard in education and society. Reading itself is an activity which is regularly done in this modern life. People read everywhere by using all kinds of media, like newspapers, knowledge books, and other media. When reading, people got a lot of information that helps us in gaining knowledge, especially in the educational field which is important to apply reading in schools. For that, motivation in reading is needed for students, especially in reading in English (Wulur et al, 2021). When students have a motivation in English reading, then students will be able to develop their selves to read.

Next, the reason why this research is done in SMA Advent UNKLAB Airmadidi especially grade ten, is because the researcher has done a pre-interview to

the English teacher at grade ten at SMA Advent UNKLAB Airmadidi, and the teacher claimed that in grade ten there were several students who motivated to read in English, but there were also ones who are not. That is why further study is needed to measure the level of motivation in reading English among the students of grade ten SMA Advent UNKLAB Airmadidi. Also, the researcher studied the factors that make students become motivated in reading. So, the students who are not motivated can be encouraged to read in English from the research that was made. Furthermore, this study aimed to find if there is any significant difference in reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi based on their gender. This study focuses on the students' reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi. This study used quantitative research method. In this study, the respondents have been filled the questionnaire about reading motivation that was adapted from (Komiya, 2013) and her theory that investigate the students' need for reading motivation. This study focuses on the reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi. Especially this study aimed to answer the following questions:

1. What is the level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi?
2. Is there any significant difference between males and females in terms of reading motivation level of tenth-grade students at SMA Advent UNKLAB Airmadidi?

This chapter specifically reviews four language skills, reading, motivation, reading motivation, intrinsic motivation curiosity, intrinsic motivation involvement, extrinsic motivation competition, extrinsic motivation grades, extrinsic motivation recognition, and extrinsic motivation social sharing.

Four Language Skills

In learning English, four language skills should be learned such as reading, writing, listening, and speaking. In four skills are divided into two groups that have a relationship with one another as a skill. According to (Lengkoan, 2017), listening and speaking are two skills that are highly interrelated. Also reading and writing have relationship one to another in learning English. (Sadiku, 2015), stated that

“reading and writing: they form a strong relationship with each other as skills” (p. 29). Especially in reading, reading is important that the students should do in English learning process.

Reading

Reading is crucial thing that all people in the world should do because reading has various ways in knowing the condition and development of knowledge, so “reading is one important for everyone” (Tatipang et al, 2021). Reading in education very essential. The students should master because by reading the students can enrich their ability to read. (Riawanti, Rosnija, Suhartono, 2011) noted that reading is one of the ways of learning for students to enrich their ability and knowledge in education. It means, in academic process, students must know the importance of reading because for being success in academic reading skills is one of the important things (Paranduk et al, 2021). In other words, reading is important for those who wants to increase their ability in learning something through what they got from reading.

Motivation

Motivation is the important thing that is needed by everyone around the world. Motivation also is defined as the process that guides and maintains goal-oriented behaviours of humans. Motivation is also empowered what causes people to act, whether it is getting a glass of water to reduce thirst or what the people want to do. (Achim, Dragoela & Balan, 2013) defined that motivation is the act of getting something that people want to do. In other words, motivation is when the people who are motivated activities positively, whether it is perform their skills, pass an academic subject or achieve a personal goal in life. It is because what drives human power is motivation (Srivastava & Barmola, 2012). Moreover, in education, motivation is one of the most important things that the students should have for the factor of the students’ success in learning. (Daskalovska, Gudeva, and Ivanovska, 2012) stated that motivation is one of the most importance factors that influence the success in learning. That is why the students should know the importance of the meaning of motivation in learning.

Reading Motivation

Reading motivation is crucial in education, especially when the students wants to read English material, the students needed motivation. (Applegate & Applegate, 2010) explained the literature on reading motivation suggests that strong readers read more and attain higher levels in their reading classes. Next, there are two types of reading motivation that can offer in order to help developed the students' motivation to read, and to increase the students' interest in reading. (Salikin et al, 2017) stated there are two types of reading motivation there are intrinsic and extrinsic motivation. Intrinsic motivation is motivation which refers to behavior that is driven by internal rewards. (Birnbancher, 2019) explained that intrinsic motivation is to engage in a behavior come by individual because it is naturally satisfying. Furthermore, extrinsic motivation is the performance which comes from outside and the outcomes is needed as a motivation to get something. According to (Legault, 2020), extrinsic motivation refers to performance of behavior that is fundamentally come upon the attainment of an outcome. Next, (Yoo, Han, and Huang, 2012) stated that the characteristics and variations of extrinsic motivation are numerous as well as external control in influencing self-regulation. Furthermore, extrinsic motivation arises from an externally or socially created reason to perform an action.

In addition, many studies have shown the importance of reading motivation to accomplish successful learning. Moreover, in Reading motivation also had big issue in educational setting. From the local area, many researchers found out that Indonesia is also having problem in motivation to read. Many students lack motivation in reading. In the study conducted in Palembang, Indonesia, (Alhamdu, 2015), the students who lack motivation to do reading will try to avoid reading activity, it because the student do not have motivated for reading activity. The result showed that there are many students in Palembang avoid doing reading activity. In addition, (Read et al, 2014) explained that students consider reading activities as uninteresting and boring. The institutional in Jember show that the students do not read their textbook even though they are aware of its usefulness. Furthermore, from the study conducted in Indramayu, West Java, Indonesia, (Nurhadi and Larasaty,

2018), the problems of the students are laziness to read in or out of the classroom. It is based on the problem that some students had a low motivation for extensive reading.

Intrinsic Motivation "Curiosity"

Curiosity is one of the dimensions of reading motivation. (Komiyama, 2013) found out how intrinsic motivation it happens because the students have curiosity. The students desire to learn about a particular topic of interest. Curiosity is intrinsic motivation that comes because of spontaneous for exploration what the human want to know. As stated by (Freeman et al, 2014) intrinsic motivation is formed from curiosity because it can encourage learning to be active and spontaneous. For this reason, curiosity has driven learning and intrinsic motivation have been presented as fundamental ingredients for efficient education. Moreover, (Gottlieb & Balan, 2010) stated that curiosity is often associated with a psychological interest for activities, especially in reading, the students' curiosity can improve their motivation to read because they have interest to some topic. In addition to that, (Oudeyer, Gottlieb, and Lopes, 2016) stated that in fostering motivation the features of various educational activities are very helpful. To become one of the reasons for some students to have motivation curiosity in reading, it helps them to prepare their educational success in the world.

Intrinsic Motivation "Involvement"

Involvement is the act of participating in something. It is the pleasure that the people do in life. It is also just the same as the students, when they are involved to read. In the involvement theory, (Komiyama, 2013) stated that involvement is interesting topics can trigger a person's enjoyment in reading books, articles or websites. The students must be involved first and believe that they can motivate themselves to involve for reading. Besides that, according to (Aypay & Eryilmaz, 2011), effective motivation in the school environment represents the degree of active involvement of a student in classroom learning activities. Effective participation can represent the degree of active involvement to increase students' motivation in reading. On the other hand, students should have motivation especially in involving their reading in learning. If the students effectively use the motivation to read in

learning process, they will have experience more in learning. Moreover, (Wang, Bergin & Bergin, 2014) stated that students' participation in the learning process also contributes to their academic competence, achievement, socialization and life satisfaction.

Extrinsic Motivation "Competition"

Competition arises whenever at least two parties strive for a goal which cannot be shared to others, which is where one is gain and the others loss. In other words, competition is one of the motivations that every human has to make themselves better than others. In studied that were conducted from, (Komiya, 2013) stated that competition is desired to outperform others in reading. Next, (Nelson & Dawson, 2017) stated that students competing for high marks shows that education is highly competitive in many ways. Students did competitions because they want to be seen better than their friends or being the best makes them more motivated to learn. After that, (Cantador & Conde, 2010) explained that competition challenges its participants to give their best, and thus enhances the students' motivation. Student self-esteem will be better if the students get what they want in a learning process, especially in motivation to read English.

Extrinsic Motivation "Grades"

Grades can motivate students to be active in class, or the students can do something to developed themselves in the class, they are motivated by themselves. According to, (Komiya, 2013) the students desire to receive good grades and to be favourably evaluated by teacher. When students have good grades, they will be more motivated to learn. The same as reading, students must be motivated first. Next, (Stan, 2012) found out that grades aim as a measuring point of ability. The students feel pleasure when they are experiencing things like successfully completing the task. The teacher can see the students' ability from the grades they get. The reading motivation also shown by some students who are motivated by another factor such as teacher assessment for them. They do not want to fail in front of their teacher. Furthermore, (Rosales, 2013) described grades as a means of communication concerning students' performance. The students who have

performance of motivation to read or to gain something in the learning process can affect their grade improvement.

Extrinsic Motivation "Recognition"

Recognition is crucial in a scope of learning process; someone will be motivated if they can be recognized by those around them. Students will find the joy from receiving a tangible form of recognition to succeed in reading. According to (Allais, 2017) recognition in education has become an important topic of conversation. Recognition is significant in the world of education, for the students want to be recognized by people around them. The student' can motivated by others' recognition. According to (Werquin, 2010), recognition is needed for students in learning outcomes in continuing education. Students will continue their activity in the class when they feel accepted, or when the motivation they need from the outside is recognized. Thus, (Taurina, 2015) believed that recognition for motivation occurs when we are motivated to perform an attitude or engage in an an activity to get a reward or avoid punishment. The examples of behaviours that are the result of extrinsic recognition motivation include, participating in a sport in order to win award and competing in a contest in order to win award and competing in a contest in order to win a scholarship. In each of these examples, the behaviour is motivated by a desire to gain a reward or to avoid a negative outcome.

METHOD

This study used a quantitative research design. (Smith & Hasan, 2020) stated that one way of looking at quantitative methods is a collection of techniques for organizing, presenting, summarizing, communicating, and drawing conclusions from data, so that it becomes informative. It was used because the design can clearly explain the descriptive and comparative design. Descriptive design was used to measure the level of students' reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi. Comparative design was used to find out the differences of students' reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi based on gender. In addition to that, (Bryman and Futing, 2003) mentioned how comparative study is used to identify the differences between

two or more variables. The designs were the most suitable designs for this study because they helped the researcher to observe and disclose the research questions. The population of this study were the students from SMA Advent UNKLAB Airmadidi grade 10 IPA 1, 10 IPA 2, 10 IPA 3, and 10 IPS classes who are enrolling in the first semester of academic year 2019/2020. The population on 10 IPA 1 (35), 10 IPA 2 (34), 10 IPA 3 (36) and 10 IPS (27). Next, the total of population on tenth-grade students are 132. After that, for the pilot study this research used from 10 IPA 2. Then, for real study this research was used the population from 10 IPA 1, 10 IPA 3, and 10 IPS. The instrument was adapted from the questionnaire of Komiyama (2013) that consists of 44 questions, but in this study only used 18 of the statements through loading factor.

The instrument also consists of the respondents' profile such as gender, and 18 modified items of questions regarding the reading motivation of tenth-grade students at SMA Advent UNKLAB. This questionnaire is divided into two topics reading motivation intrinsic and extrinsic. For reading motivation intrinsic there are two topics and for extrinsic there are four topics. Intrinsic motivation is divided again into curiosity and involvement while extrinsic motivation are competition, recognition, grades and social sharing. The first scale is about the intrinsic motivation (curiosity) of reading motivation which has three items, from (items 1 to 3), then intrinsic motivation (Involvement) of reading motivation (items 4 to 6). For the extrinsic motivation (competition) of reading motivation (items 7 to 9), next for extrinsic motivation (recognition) of reading motivation (items 10 to 12), extrinsic motivation (grades) of reading motivation (items 13 to 15), and the last for extrinsic motivation (social sharing) of reading motivation (items 16 to 18).

RESULT AND DISCUSSION

Normality Test

Table 4.1

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Mean score	.078	84	.200*	.975	84	.098

The result showed that after explore the outliers or test the normality (table 4.1). The distribution of data is normal and can be used for further analyses.

Research Question 1

The level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi

In this first part, the sum score of descriptive statistics has been used to answer the research questions number one about the level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi.

Table 4.2

Sum score of the level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi

N	Valid	84
	Missing	0
Mean		73.61
Std. Deviation		8.41
Variance		70.68
Sum		6183

The result showed that the sum level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi was found to be 6183 (table 4.2). The findings showed that the sum score was in the range 5142-6350 . The level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi was found to be *highly* based on the interpretation scale. The reason why in this study the students had high level of English reading motivation of tenth-grade students at SMA Advent UNKLAB Airmadidi, for example, they might think that English reading motivation activities it is important for them to receive a good grade in English reading class or their want to read in English to improve their grades. After that, their like when their friends told that “I am a good English reader”

It also might be because they like when the teacher said that “I read well in English”. This assumption was made based on the highest mean result of the items in the questionnaire chose by the respondents.

Table 4.3

Test claim of reading motivation level

	T	Df	Sig. (2-tailed)	Mean Difference
Sum	-8161.669	83	.000	-7486.39286

The result showed that $p = 0.000$ which smaller than alpha scale 0.05 (table 4.3), it meant that students' reading motivation is high. Therefore, the null hypothesis which stated that "students' reading motivation is low or moderate" was *rejected*. The reason of the result found out that students' motivation is high, might be because at SMA Advent UNKLAB Airmadidi especially in grade ten, they had high motivation to read in English based on the questionnaire their respond.

Research Question 2

The difference between males and females in terms of reading motivation level of tenth-grade students at SMA Advent UNKLAB Airmadidi

To find out the second research question about the difference between males and females in terms of reading motivation level of tenth-grade students at SMA Advent UNKLAB Airmadidi, this research used comparative analyses using independent sample *t-test*, where the gender as the independent sample, and the mean score of all questionnaire items as the dependent sample.

Table 4.4

The mean score of difference between males and females in terms of reading motivation level of tenth-grade students at SMA Advent UNKLAB Airmadidi

	Gender	N	Mean
Sum	Female	50	74.28
	Male	34	72.62

The result showed that $p = .377$ which greater than alpha scale 0.05 (table 4.5), it meant that there is no significant difference between males and females in terms of reading motivation level. Therefore, the alternative hypothesis which stated that “there is significant difference between males and females in terms of reading motivation level” was *rejected*. The reason of the result found out that there are no significant differences might be because both men and women respondents have the same motivation to read in English.

Table 4.5

The difference between males and females in terms of reading motivation level of tenth-grade students at SMA Advent UNKLAB Airmadidi

	F	Sig.	T	df	Sig. (2-tailed)
Equal variance assumed	.000	.998	.888	82	.377
Equal variance not assumed			.887	70.75	.378

The result of present study that showed no significant difference might be because the male and female students of SMA Advent UNKLAB Airmadidi have the same reading motivation at school.

CONCLUSION AND SUGGESTION

There are several recommendations for this research based on the findings and discussion. The first recommendation is to increase students' reading motivation, especially in grade 10. Furthermore, for teachers so that students are more interested in reading, the teacher should provide interesting reading or writing so that it creates enthusiasm in reading to students. The perceptions of male and female students in this school were found to be the same, so there was no difference between who was more motivated in reading. So the researchers suggest making something interesting so that the motivation to read all students regardless of gender can be increased. Then the researcher suggests for further research that will conduct similar research to conduct research in other schools in North Sulawesi, even abroad because the research conducted in Indonesia is still small. Last but not least, future

researchers can also conduct such research to determine and find ways to make students more motivated in reading, especially reading in English.

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