

READING MOTIVATION OF INDONESIAN EFL LEARNERS (*Motivasi membaca pelajar EFL Indonesia*)

Dian Puji Yuliandari, Hairus Salikin, Reni Kusumaningputri

English Department, Faculty of Humanities, Jember University

Jln. Kalimantan 37, Jember 68121

e-mail: yuliandari.dianpuji@gmail.com

Abstract

This study analyzes the motivation of the Indonesian EFL learners in English reading activity. In conducting this study, it is used the motivation theory based on Deci & Ryan (2000); intrinsic and extrinsic motivations. This study uses two types of data, both of qualitative and quantitative data. The data are taken by distributing questionnaire and interviewing. This study involves 42 freshmen students of English Department Faculty of Humanities Jember University of academic year 2015-2016. The result shows that both intrinsic and extrinsic motivations contribute in motivating the learners to read in English. Intrinsic motivation including involvement, curiosity, and preference for challenge play roles within the students in English reading activities. It is also found that topic of the English text and experience of the learners in English reading can influence them in English reading activities. Extrinsic motivation includes competition and recognition, compliance and grade, extrinsic test compliance and extrinsic social sharing. Extrinsically, teacher plays an important role to motivate the learners to read an English text. Teacher can help to increase the motivation of the learners in English reading through the activities in the reading class.

Key words: motivation, extrinsic motivation, intrinsic motivation.

Abstrak

Kajian ini meneliti tentang motivasi membaca pelajar EFL Indonesia dalam bahasa Inggris. Dalam penulisan kajian ini, teori yang digunakan adalah teori motivasi yang dikemukakan oleh Deci & Ryan(2000); motivasi intrinsik dan ekstrinsik. Data yang digunakan adalah data kualitatif dan kuantitatif. Pengambilan data dilakukan dengan pendistribusian kuesioner dan wawancara. Kajian ini meliputi 42 mahasiswa baru angkatan 2015-2016 di sastra Inggris Fakultas Ilmu Budaya Universitas Jember. Hasil dari penelitian ini menunjukkan bahwa motivasi intrinsik dan ekstrinsik sama-sama berpengaruh dalam aktivitas membaca pelajar di sastra Inggris. Motivasi intrinsik yang terdiri dari 'involvement', 'curiosity', dan 'preference for challenge' berperan dalam aktivitas membaca bacaan berbahasa Inggris. Selain itu ditemukan bahwa hal tersebut juga dipengaruhi oleh topik bacaan dan pengalaman pelajar dalam membaca bacaan berbahasa Inggris. Motivasi ekstrinsik terdiri dari 'competition' dan 'recognition', 'compliance' dan 'grade', 'extrinsic test compliance' dan 'extrinsic social sharing'. Secara ekstrinsik, dosen berperan aktif dalam memotivasi pelajar untuk membaca bacaan berbahasa Inggris. Dosen dapat membantu untuk meningkatkan motivasi pelajar dalam membaca bacaan berbahasa Inggris melalui aktivitas-aktivitas yang dilakukan di dalam kelas membaca.

Kata kunci: motivasi, motivasi ekstrinsik, motivasi intrinsik.

Introduction

Reading plays important roles for language learning process especially for EFL (English as a Foreign Language) learners. It is because reading is the most important area of activity for individuals in order to develop L2 academic competence (Troike, 2006:155). Reading also becomes the primary channel and major source for L2 input. Besides, by reading, learners can enrich their knowledge both in grammar and discourse structure and also vocabularies.

Nowadays reading can be said as an unpopular activity among the students. Some researchers say that students are willing to read their textbook though they realized the usefulness (Kwedlju as cited in Masduqi, 2014:391). Other says new university students are lack of interest in reading classes since they are not familiar with the explanation and discussion in the text (Rukmini as cited in Masduqi, 2014:391).

Since reading is important in language learning process, it is needed to increase the learners' activity in L2 reading. Motivation becomes a way that can help the learners to increase the willingness of the learners in reading activity. Komiyama (2013:153) says reading is related positively to motivation. It is because motivation can drive the learners to read in order to gain their goal in learning language. Motivation is the combination of effort and desire of someone to achieve the goal of language learning (Mao, 2011:1731).

This study is conducted to know the motivation of the learners in L2 reading. It is used the theory of motivation based on Deci & Ryan (2000); intrinsic and extrinsic motivation. The study involves the freshmen students of English Department Faculty of Humanities Jember University of academic year 2015-2016.

In line with the background of the study stated above, this study tries to answer the following questions.

1. What are intrinsic motivations that play roles within the students in reading L2 text?
2. What are extrinsic motivations that play roles within the students in reading L2 text?
3. In what way, do intrinsic and extrinsic motivations play roles in reading activity?

In accordance with the questions, this study is conducted to reach the following goals.

1. to know intrinsic motivations that play role within the students in reading L2 text;
2. to know extrinsic motivations that play role within the students in reading L2 text;
3. to know the way how intrinsic and extrinsic motivations play roles in reading activity.

Research Methodology

This study uses mixed method in which it is used two different methods to gather the data. Denscombe (2007:107) defines a mixed method strategy as one that uses both qualitative and quantitative method in one research. The quantitative data is taken by distributing questionnaire to the participants. Then, there is a follow-up interview which is interpreted as the qualitative data.

In analyzing the data, it consists of some steps. First, the questionnaire is distributed to the participants. Second, the questionnaire is collected after the participants have finished answering the questionnaire. Afterward, the quantitative data are processed. The questionnaire is counted and grouped based on the type of reading motivation; intrinsic and extrinsic motivation. Then, the questionnaire's results are provided in the form of percentages. After that it is examined based on how many percentages the item is got. It shows whether the items of intrinsic and extrinsic motivations are taking roles in the learners' reading activity. Fourth, the interview questions' are prepared based on the result of quantitative data. Fifth, the discussion is held and recorded. Sixth, the record of group discussion is transcribed. Seventh, the transcription is analyzed and compared with the quantitative data. It is aimed at knowing whether the qualitative supports the quantitative data.

Result

The following tables are the results of the questionnaire that are taken by distributing MREQ (the Motivation for Reading in English Questionnaire) proposed by Komiyama (2013) into 42 freshmen. The result is showed in percentage based on Likert Scale ranging from "very different from me", presented by number "1", to "a lot like me" that is presented by number "4". The items in the table indicate the question statements of the MREQ.

Table 1. The result of questionnaire in intrinsic motivation: involvement

Items	1	2	3	4
1.1	2.4	33.3	40.5	23.8
1.2	2.4	9.5	42.9	45.2
1.3	7.1	35.7	38.1	19.04
1.4	4.8	42.9	30.95	21.4
1.5	19.04	42.9	23.8	16.7

From table 1, it shows that involvement construct in intrinsic motivation factor comprises of five question statements. The largest percentage is shown by the

item number 1.2 in four-point Likert scale. 45.2% of the students answer that they are motivated in reading L2 text when they are reading their favorite topic.

Table 2. The result of questionnaire in intrinsic motivation: curiosity and preference for challenge

	Items	1	2	3	4
Curiosity	2.1	11.9	19.04	50	19.04
	2.2	-	9.5	33.3	57.1
	2.3	4.8	33.3	33.3	28.6
	2.4	4.8	14.3	42.9	38.1
	2.5	9.5	33.3	30.95	26.2
Preference for Challenge	3.1	9.5	21.4	30.95	38.1
	3.2	19.04	47.6	23.8	9.5
	3.3	4.8	26.2	35.7	33.3
	3.4	14.3	28.6	28.6	28.6
	3.5	14.3	45.2	26.2	14.3
	3.6	9.5	42.9	33.3	14.3

Based on the table 2 above, curiosity factor has five items and preference for challenge contains six items. The largest percentage in curiosity factor is showed in the item number 2.2. There are 57.1% in four-point Likert scale. The learners agree that reading such an interesting text can make them happy. Meanwhile, in preference for challenge construct, the largest percentage is reached by the first item. There are 38.1% learners who are motivated in reading L2 text when the text is kind of difficult English material. This percentage can be said as the smaller percentage compared with two previous factors which can reach 45.2% in involvement and 57.1% in the curiosity.

Table 3. The result of questionnaire in extrinsic drive to excel: competition and recognition

	Items	1	2	3	4
Competition	4.1	-	4.8	23.8	71.4
	4.2	7.1	14.3	21.4	57.1
	4.3	2.4	11.9	30.95	54.8
	4.4	16.7	28.6	33.3	21.4
	4.5	-	7.1	19.04	73.8
	4.6	-	23.8	28.6	47.6
	4.7	14.3	57.1	19.04	9.5
Recognition	5.1	-	9.5	21.4	69.04
	5.2	4.8	11.9	28.6	54.8
	5.3	9.5	21.4	30.95	38.1
	5.4	7.1	16.7	30.95	45.2
	5.5	2.4	23.8	52.4	21.4
	5.6	2.4	23.8	45.2	28.6
	5.7	-	35.7	21.4	42.9
	5.8	2.4	16.7	30.95	50

Table 3, it presents the first extrinsic factor. It is named extrinsic drive to excel in which it is divided into competition and recognition. Competition provides seven items. The first largest percentage is showed by the statement number 4.5. It gets 73.8%. This number indicates that the learners want to be the best at reading in English. Then the second greatest number is showed by number 4.1. There are 71.4% learners who like to work harder so that they can read better than others in English. The second construct of extrinsic drive to excel is recognition. It consists of eight statements. 69.04% of the learners agree with the statement number 5.1. This means that learners are happy when the teacher gives positive comments about their reading ability in English.

Table 4. The result of questionnaire in extrinsic academic compliance: compliance and grade

	Items	1	2	3	4
Compliance	6.1	2.4	16.7	30.95	50
	6.2	4.8	30.95	28.6	35.7
	6.3	-	9.5	47.6	42.9
	6.4	-	4.8	19.04	76.2
Grade	7.1	-	2.4	23.8	73.8
	7.2	-	23.8	35.7	38.1
	7.3	-	9.5	21.4	66.7
	7.4	-	16.7	26.2	57.1

Table 4 presents the second extrinsic factor; extrinsic academic compliance. It is divided into compliance and grade. Both of compliance and grade consist of four statements. In the compliance, the largest percentage is gained by the item number 6.4. It reaches 76.2% in the four-point Likert scale for the statement "I read in English in order to pass my English courses". This number is followed by the item number 6.1 in which a half of the learners agree with the statements saying that finishing English reading assignments on time is very important for them. It can be seen by the table in which 50% learners choose the four-point Likert scale. Then, in grade construct, there are 73.8% of the learners agree with the statement number 7.1. It means 31 students believe that it is important for them to get a good score in English reading course. Besides, the item number 7.3 also get high percentage. 66.7% of the learners want to read in English in order to improve their grades.

Table 5. The result of questionnaire in extrinsic test compliance and extrinsic social sharing

	Items	1	2	3	4
Extrinsic Test Compliance	8.1	2.4	16.7	38.1	42.9
	8.2	2.4	7.1	35.7	54.8
	8.3	2.4	16.7	40.5	40.5
	8.4	-	4.8	23.8	71.4
Extrinsic Social Sharing	9.1	7.1	33.3	40.5	16.7
	9.2	7.1	40.5	38.1	14.3
	9.3	9.5	47.6	35.7	7.1
	9.4	16.7	45.2	28.6	11.9

Table 5, it consists extrinsic test compliance and extrinsic social sharing. Those constructs have four items of each. According to the questionnaire's result above, the largest percentage in extrinsic test compliance is showed by compliance item number 8.4. There are 71.4% of learners who practice reading in English because they need to do well in their future class. The other items which are related to score on the standardized test also get the high percentage in the four-point of Likert scale. Those are 42.9%, 54.8% and 40.5% of each.

The last factor is extrinsic social sharing. Based on the table, the largest percentage is reached by the item 9.3 in the two-point of Likert scale. It indicates the learners do not like talking with their friends about what they read in English. It also happens in the items number 9.2 and 9.4 in which it gets 40.5% and 45% of each in the Likert scale number 2 "a little different from me".

Discussion

The discussion is divided into two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation involves involvement, curiosity, and preference for challenge. Extrinsic motivation involves extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing.

Intrinsic motivation is defined as the doing of an activity because of the satisfaction that will be gained by doing it. This kind of motivation also provides enjoyment and challenge for the person who does it. It can be said that the reward gained by doing the activity is the satisfaction of innate psychological needs. On the other word, engaging to the activity itself is the reward for the person who is intrinsically motivated. Intrinsic motivation is presented by three

constructs (Komiyama, 2013:162). They are involvement, curiosity, and preference for challenge.

According to Komiyama (2013:156), involvement means pleasure that will be gained by reading a well-written book, article, or web site on an interesting topic. It can also be defined as engaging and involving level of the children in reading (Wang & Guthrie, as cited in McGeown, 2013:3). Based on the questionnaire's result, the item number 1.2 gets the highest score. However, it cannot be concluded that involvement factor has high influence in intrinsic motivation, because it is also important to concern on the result of the other items. Through the items number 1.1 and 1.3, it can be known that the learners are not familiar with English reading. When asked, they answer that they are lacking of experience in English reading. It is because they are rarely to read in English in their senior high school. In the interview session, a learner said "I read in English when I were in reading classroom". He honestly say that it is his first time to read in English. Others admit that they tend to choose reading material written in Indonesian instead of reading in English. Reading in English such a hard thing to do for them, on the other hand reading an Indonesian material is easier for them.

Based on the discussion, it is found that most of the participants also have a little interest in reading such long stories like a novel. Novels and other long stories are considered as boring texts for them. They say that they will easily get sleepy while reading those kinds of text. Others say that they even do not read a single novel yet in English. Many of them prefer to read such blog, article, comic, short story, or anything that they can access easily from their gadget. In this case, it shows that gadget is more popular than textbook among the learners. Beside it is easier to access, reading through the gadget is also cheaper. From those results, it can be concluded that the English reading experience of the learners is important. It can make the learners be easier getting involved in English reading.

The second factor is curiosity. Komiyama (2013:156) defines curiosity as a desire of someone to learn about a particular topic of interest. According to the questionnaire's result, curiosity of the learners does not boost the learners much to read in English. It is proved by the small percentages in the Likert scale number 4 that are shown in the items number 2.1; 2.3; 2.4; and 2.5. On the other hand, curiosity are found to play a role in English reading for a particular condition. The learners have curiousness to read something in English when the text is related to their topic of interest such as romance, mystic, history, et cetera. Based on this fact, it can assumed that topic of

interest of the learners plays a role in influencing them in English reading activity. This means topic of interest of the learners can affect them in deciding whether they want to read it or not. In the interview, the learners are asked whether they want to read such a new article or not. A learner said “it depends on the topic of the article”. Based on this statement it implies that the learner want to read such certain topic only. It shows that the learners have their personal topics of interest and will definitely choose to read an article related to it.

The last factor in intrinsic motivation is preference for challenge. It is defined as a desire to work with or master complex reading materials (Wang & Guthrie as cited in McGeown, 2013:3). Komiyama (2013:156) says that preference for challenge is the satisfaction gained by mastering or assimilating complex ideas in text. Learners who are motivated by this factor will be satisfied if they finish reading such a difficult material or text. In accordance with the questionnaire’s result, this construct does not seem contribute much in motivating the learners to read in English. There are 47.6% learners from the item 3.2 and 45.2% learners from the item 3.5 admit that they do not enjoy to read such a difficult English text. They also do not like to challenge themselves in English reading. It is because they are lacking of vocabularies in English. This make them facing so many difficulties in understanding the English text. Hence, they tend to read the text which is easier to be understood. Based on Koda (as cited in Grabe, 2009:129), reading in L2 is more complex than reading in L1. It is because reading in L2 needs both of L2 and L1 background knowledge. So, when the learners do not have enough background knowledge in L2 language, it can cause difficulties for the learners in reading L2 text. This actually can also be affected by the experiences of the learners in L2 reading. If the learners are frequently reading in L2, they definitely will enrich their vocabulary (Cho & Krashen, 1994:666). It can also help to develop their L2 background knowledge. This argument clearly explains more the conclusion that the experience of the learners in English reading is really important. It is because by having much experience in English reading the learners can enrich their vocabulary and English background knowledge. As the result, the learners can be more interested in English reading without being afraid to face many difficulties and they can be easier to get involved in English reading like what has been discussed.

The second type of motivation is extrinsic motivation. It deals with reward or something gained after doing an activity. Deci & Ryan (2000:60) define extrinsic motivation as a factor that is related to the

purpose in doing an activity is to gain some separable outcome. It is also influenced by factors like external rewards (e.g., recognition), internal feelings (e.g., guilt), and societal values (e.g., importance) that have been assigned to the target activity (Deci & Ryan, as cited in Komiyama, 2013:150). Komiyama divides extrinsic motivation into four factors, involving extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing.

Extrinsic drive to excel consists of competition and recognition. In competition, generally, the learners have a desire to be the best learners at reading in English. This desire motivates them to increase their English reading activity. They are also willing to work hard to be better than their friends in English reading. This is shown by the items that get high percentages in Likert scale number 4. Besides, through the interview result, it is also found that the learners also try to be active students in the classroom. They even read more English texts while they find friends who are better than them in English reading. It is because they admit that they want to increase their ability in English reading by reading more materials in English.

Though they seems to compete with their friends in the classroom, they still care to each others. They want to help their friends who have difficulties in English reading. They even like to discuss about difficult materials and their assignments in a group.

On the other hand, in recognition, the learners like to get positive comments about their ability at reading in English from their teacher and friends. It is proved by the percentages in the items number 5.1, 5.2, 5.4, and 5.7. The percentage of the first item reaches 69.04%. It means the learners like while their teacher say that they read well in English. 54.8% also like to be said as a good English reader. 42.9% of the learners are even happy when their friends acknowledge their ability in English reading. This fact indicates that the learners will be more motivated to read after they get compliments from their teacher and friends. In this case, the learners admit that they are happy when the teacher gives compliments about their right answer for the question that the teacher asks to them. They also feel happy for the compliments given by their teacher because it feels like the teacher appreciates their courage in reading class activities. They state that even they do many mistakes in pronouncing words while reading, their teacher still appreciates it. It actually motivates them to read more and work harder so that they can be better in English reading. Besides, it is also found that the motivation of learners in English reading is affected by the class situation. It actually can influence the learners whether

they can enjoy the class or not. In the interview session, the participants are asked about the thing that can affect them to enjoy the class. A learner directly answered "It depends on the teacher". In the interview, the learners say that a certain teacher can build such an atmosphere where they can enjoy the class without under pressure feelings. They admit that they can be active students when they can enjoy the class. Therefore, in this construct the English reading teacher plays a role to motivate the students by creating such an atmosphere that makes the students can enjoy the reading classes. If the learners can enjoy the class, they will be definitely able to be active learners. Besides the teacher also can give such compliments to the learners so they can be more motivated to read in English.

The next factor is extrinsic academic compliance; involving compliance and grade. Compliance contains of four items. Compliance in this construct means the learners' willingness at reading in English is to complete their assignments. Based on the questionnaire, it shows that the learners get motivation in reading from this factor. It is shown from the item number 6.4 in which there are 76.2% who try to read in English in order to pass their English courses. Besides, it is also shown by the item number 6.1 which is a half of the learners consider that finishing English reading assignments are very important. It is supported too by the interview session. They admit that finishing and submitting assignments late will definitely influence their score. Because they are afraid to get bad mark for their assignment, so 35.7% of the learners try to finish it on time even in time. Furthermore, they say that their teacher likes to give them an assignment in every week and honestly it really motivates them to read. Since then, they often read journal articles and materials in English like news, blogs, et cetera. Although they face many difficulties in understanding the journal, they try their best in finishing their assignment. It can be concluded that the learners are motivated to read in English because it is important for them to do their reading assignments.

Then, the second construct of the extrinsic academic compliance is grade. It is described as a desire to receive a good grade in reading (Wang & Guthrie as cited in McGeown, 2013:3). In this case, it can be said that the learners are motivated at reading in English because they want to get a high score. Through the item number 7.4 which get 57.1%, it can be known that more than a half of the learners work harder on English assignments when they are graded. In the discussion session, they say that they will try their best in reading assignments. They try to finish

and collect it on time in order to get good score. It does not matter how difficult the assignment is, they will work harder to finish it as long as it is graded. The other items also get high percentage in Likert scale 4. There are 73.8% of the learners who feel that it is important for them to get a good grade in their English reading course. 66.7% want to read in English to improve their grades. 38.1% look forward to find out their grades in English reading. Those results show that grades are important to the learners and it influences them so they are willing to read in English. Some of them state that doing something which is not graded making them unmotivated.

The third factor of extrinsic motivation is extrinsic test compliance. This factor is a mixture of competition, recognition, and compliance items. According to the questionnaire's result, it shows that the item number 8.4 gets the highest percentage in four-point Likert scale. 71.4% practice reading in English so that they can be able to do well in their future classes. This item shows how important the reading class is. It cannot only help the process of L2 learning process but also can play a role for their future reading classes. They actually cannot Likertthe next reading classes if they do not pass the present reading class.

Three items 8.1, 8.2, and 8.3 are related to each other. The three of them deal with the role of English reading in the standardized test like TOEFL, IELTS, etc. It can be seen from the questionnaire that three of them get high score. Though they admit that many of them do not ever try to get the English standardized test yet, but the learners agree that reading in English can help them in increasing their score on the standardized test, especially in the reading session. Some of the learners claim that they are motivated to read more in English due to the reading materials in the standardized test are difficult enough for them. Hence, it can be said that the learners are not motivated to read in English in order to pass the class only but also to get the best score in English standardized tests.

The last factor is extrinsic social sharing. It is actually described as the satisfaction feeling attained through sharing about the meaning gained from reading with peers. Social sharing is also related to the learners' engagement in social interactions involving books and reading (Wang & Guthrie, as cited in McGeown, 2013:3). In this factor, Komiyama limits the person whom the learners can share with. He is only focused on the sharing activity between the learners and their friend, rather than with the teacher or other adults. Based on the questionnaire, the learners explain that they do not really enjoy to share

about what they read in English materials. It can be proved by the result of the questionnaire in which there are two items which get small percentage. The item number 9.1 reaches only 16.7%, and the item number 9.2 get 14.3 % for the Likert scale number 4. When asked, they admit that sharing is a kind of personal activity. They cannot easily share something to their friends randomly. They prefer to share about what they read to them who they know well. Sometimes, they are also afraid to share with their friends. They are afraid if their friends do not understand the topic they are talking about and it will create a really strange situation between them. This might happen because they lack of intensity in reading in English. The topics that they usually share to their friends are about film and song.

47.6% Indonesian learners do not like to talk with their friends about what they read in English. Besides, 19 or about 45.2% participants do not like to join the class discussion if it is related to something what they read in English. This result describes more how the learners rarely share and discuss about what they read in English. This can be concluded that friends do not motivate them in reading activity. On the other words, the learners do not get enough motivation by their friends in order to increase their reading activity in English.

In the interview session, it is found that some learners admit that parents also become one they can share with. When asked further, they say that they and their parents have same interest in film. Eventhough they still cannot share about something related to what they read in English, they enjoy to share about what they like. They can easily share it to their parents without feeling anxious if their parents do not understand the topic. Compared with the result of the social construct in Kusumaningputri's article (2014), it shows the different result. It is because in this case there are some learners that able to share something they like to their parents. Kusumaninputri says that the learners usually share a particular topic related to politic only.

On the basis of the result and the discussion above, there are some points that need to be concerned dealing with English reading activity of the learners. First, the experience of the learners in English reading has a role in the English reading activity of the learners to develop their L2 knowledge and also vocabulary. It can help to decrease learners' difficulties in English reading as their knowledge in L2 develops. As a result, they will be more confidence to read in English and motivated to read more materials in English. Second, topic of interest of the learners can help to motivate them to read more in

English. Since the learners will be motivated to read in English for some es topics of interest only, so it will be better to them if they can collect many texts or English reading materials that are related to their topics of interest.

In line with the earlier discussion, the people surrounds the learners, involving the teacher, friend and family also play roles in increasing motivation of the learners to read in English. Based on Anderman and Anderman (as cited in Dornyei and Ushioda, 2011:110), teacher plays the important role in motivating the student. Teacher can make it by giving frequently reading assignments and some compliments to the learners in appreciating their courage in English reading class' activities. The teacher also plays a role in creating the class' atmosphere in which all the students can enjoy the reading class discussion without feeling anxious or even under pressure.

Besides, friends also can support the learners' motivation in English reading. Though, some learners admit they cannot really enjoy sharing what they read to their friend, friends still can be said as one of places the learners can share with. By making a group discussion, they can discuss anything about their difficulties and some topic of interest in English reading. They actually also can use such digital group like social media which can help them to make a digital reading group where easily to be accessed without meet each other face to face. So that, they can make the reading group more effective.

The last is family. Even though some learners live far from their family, family is one of choices of the learners as the place they can share with. It happens especially for them who have the same interest thing with their parents. The learners will tend to share with their parents. In addition, family can also be a motivation for the learners to do well in their studies.

Conclusion

Intrinsic motivation consists of three constructs. They are curiosity, involvement and preference for challenge. The curiosity and involvement construct plays role in motivating the learners to read while the learners finds English texts that are related to their topic of interest. According to the involvement construct, the learners tend to read English texts that are grammatically and syntactically easy to be understood by the learners. In this part, the researcher finds an interesting phenomenon. Experiences of the learners in English reading influence them in reading an English text. The learners who have more experiences in English reading have more desire to

read in English. They will be easier get involved to English texts than other who lack of experiences in English reading. It is because they have more knowledge in grammars and vocabularies than others who do not. This fact helps them much to understand English materials even such difficult English texts like journals which can challenge them. According to arguments above, it can be concluded that the learners who tend to read simple English texts can be said as the learners who are lacking of English reading experiences.

Extrinsic motivation contains of four factors. In the first factor, it has competition and recognition construct. Here, both constructs play roles in reading activity. The desire of the learners to compete and gain highest score in reading class can move them to read more in English. Besides, they are also motivated to read in English because they want to be recognized by others such as teacher and friends. They want others knowing their ability in reading. The second factor, it involves compliance and grade construct. The frequent assignments given by teacher contribute much in motivating the learners to read in English. It happens especially for the assignment which is graded. The learners are more motivated to give their best in English reading in order to improve their grades in reading class. The third is extrinsic test compliance factor. The importance of English standardized test makes the learners increasing their English reading activity. The last is extrinsic social sharing. In this construct, it is found that friends are not the only place where the learners can share with. Family also plays an important role in this activity.

On the basis of the observation that has been done previously, both intrinsic and extrinsic motivation play roles in motivating the learners to read in English. Considering intrinsic motivation, topics of English text should be those that are still interest, because it can trigger the desire of the learners to read in English. For extrinsic motivation, teacher has such an important role to motivate the learners in English reading especially in the classroom. Teacher can help to increase the motivation of the learners extrinsically by giving frequent assignments and creating a good atmosphere in English reading classroom where the learners can enjoy the reading class.

For further research, it is recommended to find the English reading motivation of the EFL learners by using different instruments. The other researcher also can observe about reading motivation in relation to variables such as aptitudes, learning strategies, and et cetera. This research expectedly can help further researchers in doing observations related to motivation of Indonesian EFL learners. Finally, the researcher

hopes this study can contribute to the other similar studies which deal with Second Language Acquisition and Learning.

Acknowledgement

We would like to say thank you to those who have given me great and helpful contributions in supporting this study. Thanks to Drs. Wisasongko, M.A and Hari Supriono, S.S., M.EIL. Thank you for all participants who also contribute for this study ; students of English Department Faculty of Humanities Jember University of academic year 2015-2016.

References

Books:

- Denscombe, M. 2007. *The Good research guide: for small-scale social research projects*. 3ed. Philadelphia: Open University Press.
- Dörnyei, Z. & E. Ushioda. 2011. *Teaching and Researching Motivation 2nd Edition*. England: Longman.
- Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- McGeown. S. P. 2013. *Reading Motivation and Engagement In The Primary School Classroom: Theory, Research, and Practice*. Leicester: UKLA.
- Troike, M. S. 2006. *Introducing Second language Acquisition*. Cambridge: Cambridge University Press.

Journals:

- Cho, K & S. D. Krashen. 1994. Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL acquisition. *Journal of Reading*, 37(8), 1994, pp. 662-667.
- Deci, E.L. & R. M. Ryan. 2000. Intrinsic Motivation and Extrinsic Motivation : Classic Definitions and New Directions. *Contemporary Educational Psychology*. Vol 25, pp. 54-67.
- Komiyama, R. 2013. Factors underlying second language reading motivation of adult EAP students. *Reading in a Foreign Language*. Vol. 25 No. 2, pp. 149-169.
- Kusumaningputri, R. 2014. Indonesian Learner's Motivation in English Reading Classroom. *Journal of English Language and Culture*. Vol. 4 No. 2, pp.134-149.
- Masduqi, H. 2014. EFL Reading in Indonesian Universities: Perspectives and Challenges in

Cultural Contexts. *Journal of Teaching and Education*.

Mao, Z. 2011. A Study on L2 Motivation and Applications in Reading Class in Senior High School. *Theory and Practice in Language Studies*. Vol. 1, No. 12, pp. 1731-1739.

