ENGLISH READING MOTIVATION, STRATEGIES, ATTITUDE, AND INTEREST OF STATE JUNIOR HIGH SCHOOL STUDENTS

Machdalena Vianty, Amrullah, Fiftinova
machdalenavianty@fkip.unsri.ac.id
English Education Study Program
Faculty of Teacher Training and Education, Sriwijaya University

Abstract: The objective of this study was to investigate English reading motivation, reading strategy, reading attitude and reading interest of junior high school students (Year 7, 8 and 9) in Palembang. The sample of this study was three-hundred students selected randomly from ten schools. In accordance with quantitative research design, English reading motivation, reading strategy, reading attitude and reading interest questionnaires were used as the instruments to collect the data which were statistically analyzed. The findings of this study showed that the students demonstrated a high level of English reading motivation; specifically, their instrumental motivation for reading was higher than the integrative one. Next, there was a high use of reading strategies, with Problem-Solving reading strategy as the highly used ones. The finding also revealed that the students demonstrated a positive reading attitude and their reading interest showed their reading preference was adventure stories.

Keywords: *English reading motivation, reading strategies, reading attitude, reading interest, self-efficacy, junior high school students*

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For students, reading is very important because almost all academic activities require reading activities. As stated by McNamara and Erlandson (1999, p. 59), "Reading is foundational to mastery of nearly all school subjects" or reading is the basis for mastering almost all other school subjects. The important of reading for students is also highlighted by Zygouris-Coe (2009, p. 2) as follows, "Reading is essential to every aspect of learning". Likewise, reading both in Bahasa Indonesia and English is important for Indonesian secondary school students to complete their school assignments.

The importance of Reading is acknowledged by the Indonesian government as stated in the Regulation No. 23/2015 of Indonesian Minister of Education and Culture. It governs the activity of reading non-lesson books for about 15 minutes in the morning before the class begins. The 15-minute reading activity is the Indonesian government's effort to grow the character of Indonesian students through reading books in a formal education atmosphere at schools (Tabloid Asah Asuh, 2015, p. 5).

In the English subject for secondary school students in Indonesia, Reading skill is one of the four language skills that are the focus in learning English. Reading is the language skill that should be learned and mastered by students. This is governed by the 2013 Curriculum in which *Kompetensi Dasar* (Basic Competence) for English Reading is as follows.

Understanding various meanings (interpersonal, ideational, textual) in various interactional and monologue written texts, especially those in the form of descriptive, narrative, *spoof/recount, procedure, report, news item, anecdot, exposition, explanation, discussion, commentary,* and *review.*

It can be concluded that based on the outline of the Basic Competence for English Reading, understanding or comprehending the texts is very important in reading activities. As stated by Zygouris-Coe (2009, p. 2), the purpose of reading is to understand the contents of the reading. Lane and Hayes (2015, p. 20) also argues, "No matter their theoretical orientation, most researchers can agree that the purpose of reading is to comprehend the text". This confirms that even though reading activities have taken place, students do not really read if they do not understand what they have read.

To find out whether or not students understand what they have read, it can be measured by seeing how well the results of their reading tests. In relation to this, the result of the study conducted by Diem, Vianty and Mirizon (2016) showed that reading comprehension of 355 junior high school students (Year 7, 8 and 9) in Palembang was still weak. This was shown by the average score of the students' reading test which was 65. Another research conducted by Mirizon, Vianty, Erlina, and Rosmalina (2017) also reported that the average score of English reading test of 2,202 Year 10 students from 24 public high schools in Palembang as measured by using PISA Reading Literacy Test 2009 was 24.51 and this was categorized as low. The reports of these two studies provide a picture about the English literacy of secondary school students in Palembang. This should become a concern because English is a compulsory subject for Indonesian secondary school students and English is also a subject tested in the national exam.

In the English language teaching and learning literature, the acquisition of reading comprehension achievement relates to attitudes toward reading or reading attitude (McKenna, Kear, & Ellsworth, 1995; LaCour, McDonald, Tissington, & Thomason, 2013). Attitude in reading is an important factor that influences the frequency of students' independent reading, their involvement in reading activities in the classroom, the variety of reading material chosen, the enjoyment of reading and the results of reading (Smith, 1993, p. 215). Furthermore, Smith states that reading attitudes can affect the performance of students in working on reading tests.

In reading literature, Baker and Wigfield (1999) also highlight that many studies reported students' reading motivation was related to their attitude towards reading. Students who have a positive attitude towards reading are more motivated in reading. It can be concluded that it is important for students to read without waiting for orders from their teachers or to read when they need it to complete school assignments. If they do, it means they realize the importance of reading for their academic success.

METHODOLOGY

This study applied quantitative approach. A quantitative research is a series process of data collection, analysis, interpretation and report. (Creswell, 2002). This study started with data collection comprising of the investigated variables of the study: *English reading motivation, reading strategies, reading attitude,* and *reading interest.* The data were statistically analyzed by using percentage analysis.

The participants of this study were Year 7, 8 and 9 students of 10 public junior high schools. Ten students were randomly selected from each year so that there were 30 students from each school and the total number of participants was 300 students.

The data were collected by using questionnaires in order to get the information about the students' English reading motivation, reading strategies, reading attitude, and reading interest. *English reading motivation questionnaire* used in this study was the one developed by Khan, et al. (2016). It measured two domains of the students' motivation in English reading: integrative and instrumental reading motivation by using 5-point Likert scale: Strongly Disagree (1), Slightly disagree (2), Slightly agree (3), Agree (4) and Strongly agree (5).

English reading strategy questionnaire used in this study measured three categories of reading strategy: global, problem solving, and support reading strategies (Mokhtari & Sheorey, 2002). There were 30 items with a 5-point Likert scale response: 1 ("I never or almost never do this") to 5 ("I always or almost always do this"). The students were asked to circle their option which described the frequency of using the strategy. The average score of the students' responses showed how often the students applied the reading strategies.

The students' r*eading attitude and reading interest* were measured by using Attitude Toward and Interest in Reading of Literacy questionnaire developed by Warncke and Shipman (1984). There were

15 items for reading attitude with 4-Likert scale: Agree Strongly (1), Agree (2), Disagree (3), or Disagree Strongly (4). The students were asked to select one option. For the purpose of this study, only one item of the reading interest in the questionnaire that was included in this present study. The item specifically asks about what the students might enjoy reading. There were twelve options and the students could select more than one text type or genre of reading materials.

The data collected were analysed quantitatively by using the SPPS program to find out the percentage of the students' responses.

FINDINGS AND DISCUSSION

The objective of this study was to map *English reading motivation, reading strategies, reading attitude,* and *reading interest* of public junior high school students.The following section presents the results of the data analysis based on the students' responses toward the items in the questionnaires.

Students' Reading Motivation

The students' responses for the items in this questionnaire were interpreted based on the following criteria presented in Table 1.

Table 1
Score range for level of reading motivation

Mean Range	Interpretation
3.69 – 5.00	High level of motivation
2.35 – 3.68	Moderate level of motivation
1.00 – 2.34	Low level of motivation

English reading motivation measured two types of motivation: instrumental and integrative motivations. Table 2 presents the students' responses in the form of mean score. The motivation level was

determined based on the information presented in Table 1.

Table 2
Students' responses for instrumental motivation for English reading

Items	N	Mean	SD	Motivation level
Reading English can be important to me because I think it will be useful in getting a good job.	300	4.39	.730	High level of motivation
Reading English is important to me because English proficiency is necessary for promotion in the future.	300	4.24	.754	High level of motivation
Reading English is important to me because with English I can work globally.	300	4.38	.831	High level of motivation
Reading English can be important to me because I think it will someday be useful in getting a good job and/or making money.	300	4.40	.767	High level of motivation
Reading English is important because with a high level of English proficiency I will be able to make a lot of money.	300	4.32	.805	High level of motivation
Reading English can be important for me because I think I'll need it for further studies on my major.	300	3.92	.920	High level of motivation
Reading English can be important to me because I think I'll need it for further studies.	300	3.94	.894	High level of motivation
I read English in order to keep updated and informed of recent news of the world.	300	4.05	.902	High level of motivation
Reading English is important to me in order to achieve a special goal (e.g., to get a degree or scholarship).	300	4.19	.901	High level of motivation
The things I want to do in the future require me to use English.	300	3.99	.867	High level of motivation
Overall average score				

As presented in Table 2, the students' responses showed that they tended to have a high instrumental motivation in reading, with mean scores of items ranging from 3.92 to 4.40. Reading in English to get a job and a good financial income were the strong instrumental motivations (items number 1, 3, 4 and 5). Reading in English in order to pursue further study in their field of study was also the students' motivation (item 6, M = 3.92). This finding is in line with what was reported by Khan, Sani dan Shaikh-Abdullah (2016) who also investigated motivation in English reading of students in one of the university in Lahore, Pakistan.

Next, Table 3 presents the result of the data analysis for the items measuring integrative motivation. The results showed that the students' integrative motivation in reading was related to their desire to have a visit to the English speaking countries (M = 4.22). The result presented in Table 3 also showed that the students had a high motivation to read in English because they wanted to know more about the people and the community of the English speaking countries (M = 4.03). Their motivation in reading English text as also high (M = 4.00). However, there was no information about what reading materials in English that they preferred to read.

Table 3
Students' responses for integrative motivation for English reading

Items	N	Mean	SD	Motivation level
I read English is in order to learn more about the culture and art of its speakers.	300	3.69	1.009	High level of motivation
I read English to become similar to the people who read English.	300	3.84	.920	High level of motivation
I like reading in English very much.	300	4.00	.909	High level of motivation
I like reading English literature of the native speaker.	300	3.65	.989	Moderate level of motivation
I like to read English magazines, newspapers and books.	300	3.67	.961	Moderate level of motivation
I read English because I want to travel in English-speaking countries.	300	4.22	.936	High level of motivation
I read English to know more about English-speaking people.	300	4.03	.950	High level of motivation
Overall average score				

Table 4 provides the overall description of the students' motivation in English reading. The mean score for both types of motivation in English reading was 4.13, and this showed the students had a high motivation in reading English texts.

Table 4
Students' English Reading Motivation

Items	N	Mean	SD	Motivation level
Instrumental motivation for reading	300	4.18	.593	High level of motivation
Integrative motivation for reading	300	3.87	.677	High level of motivation
Overall average score		4.13	.608	High level of motivation

However, a further analysis that was conducted separately for each type of reading motivation revealed that the students tended to show a higher instrumental motivation than the integrative one. The literature shows that instrumental motivation is related to someone's effort to achieve such thing as financial advantages by taking the advantage of being able to speak a second language (for example, English) (Mansoor, 2003; Mansoor, 2004; Rahman, 2006). On the other hand, integrative motivation in general is concerned with language learners' effort to associate with culture and tradition of the target language. For example, a language learner studies English because he/she wants to make friend with native speakers of English or to know more about the culture (Gardner & Lambert, 1959).

English is taught as a foreign language in Indonesia. It is worth noting that having English reading skills in a context where English is a foreign language (EFL) serves as a significant additional point for the students. Therefore, the fact that instrumental reading motivation was found higher that the integrative reading motivation in this study suggests that the students have realized the importance and the advantages of reading in English for their future, for example, to get a decent

job, to further their study and to get information from worldwide.

Students' Reading Strategies

Mokhtari and Sheorey (2002), who develop this questionnaire have provided the way how to do the analysis as follows (see Table 5). This same analysis was used in this study.

Table 5
Score range for level of reading strategies

Mean Range	Interpretation
≥ 3.50	High
2.50 – 3.49	Moderate
≤ 2.49	Low

Table 6 presents the results of the students' responses for reading strategies questionnaire. As shown in Table 6, the mean score of the three categories of reading strategies was between 3.83 and 4.06 and the overall mean score was 3.93.

These results showed the high use of reading strategies as reported by the students. Similar finding was reported by Zhang and Wu (2009).

Table 6
Students' Reading Strategies

Items	N	Mean	SD	Level
Global Strategies	300	3.83	.659	High
Problem-Solving Strategies	300	4.06	.682	High
Support Strategies	300	3.93	.601	High
Overall average score		3.93	.601	High

In this study it was found that *Problem-Solving reading strategies* was cited as the strategy that was mostly applied by the students (M = 4.06). This finding is in line with what was reported by Alhaqbani and Riazi (2012). They argued that the explanation why *Problem-Solving reading strategies* was mostly applied by English language learners was likely because they read more slowly than the English native speakers. According to

Block (1992), the slow reading is caused by the problems the English language learners have during reading which may make them have to stop and find a way to overcome the problems.

A further analysis was also conducted for each category of reading strategies to see the students' responses for each item in the three categories of reading strategies.

Table 7
Problem-Solving Reading Strategy

Strategies	N	Mean	SD	Level
Reading slowly and carefully to understand the text	300	4.26	.946	High
Trying to stay focused on reading	300	4.27	.987	High
Adjusting reading speed according to the text	300	3.91	.994	High
Paying close attention reading when it becomes difficult	300	4.07	1.036	High
Pausing and thinking about reading	300	4.01	.988	High
Visualizing information read	300	3.89	1.043	High
Re-reading for better understanding	300	4.28	.984	High
Guessing meaning of unknown words or phrases	300	3.86	1.068	High
Overall average score		4.06	.682	High

As shown in Table 7, the mean scores for all the items in Problem-Solving reading strategies.were more than 3.50 (see Table 5) and referring to Mokhtari and Sheorey's statement (2002), it suggested the highly used of the Problem-Solving reading strategies as acknowledged by the students. This also suggested that the students did face challenges in reading in English and they made the students had to, for example, guessed the meaning of unknown words.

Mokhtari and Sheorey (2002) explain that Problem-Solving reading strategies are related to solving comprehension problems that appear during reading. Considering the result of the analysis presented in Table 7, it is worth noting that the students participated in this present study know what they should do when they are faced with reading problems during reading; they know what action they need to take when they have reading difficulties during their reading. It also implies that the reading problems they are facing during reading may not stop them from reading since they can apply the strategies to overcome the reading problems.

Next, Table 8 presents the result of the analysis of the students' responses for the items in Support reading strategies. Support reading strategies are associated with reading strategies that help language learners comprehend what they are reading though such activities as taking notes, underlining and highlighting important information (Mokhtari & Sheorey 2002).

Table 8
Support Reading Strategy

Strategies	N	Mean	SD	Level
Taking notes while reading	300	3.66	1.119	390
Reading aloud when text becomes hard	300	3.38	1.379	390
Summarizing text information	300	4.03	1.055	390
Discussing reading with others	300	3.87	1.148	390
Underlining information in text	300	3.97	.948	390
Using reference materials .	300	4.22	.877	390
Paraphrasing for better understanding	300	3.93	1.038	390
Going back and forth in text	300	4.07	1.021	390
Asking oneself questions	300	3.95	.963	390
Overall average score		3.93	.601	High

The mean score for each item in Support reading strategies was higher than 3.50. This shows the students' autonomy in selecting which strategy they want to

apply based on their need. For example, to help them memorize certain information in the text, the students may choose underlining or highlighting the information in the text.

Table 9 presents the result of the analysis of the students' responses for Global reading strategies.

Table 9
Global Reading Strategy

Strategies	N	Mean	SD	Level
Setting purpose for reading	300	3.95	1.040	High
Using prior knowledge	300	4.20	.868	High
Previewing text before reading	300	4.17	.926	High
Checking how text content fits purpose	300	3.91	.997	High
Skimming to note text characteristics	300	3.86	.954	High
Determining what to read	300	3.57	1.179	High
Using text feature (e.g., tables)	300	3.63	1.166	High
Using context clues	300	3.77	.964	High
Using typographical aids (e.g., italics)	300	3.64	1.163	High
Critically evaluating what is read	300	3.57	1.003	High
Resolving conflicting information	300	4.00	.967	High
Predicting or guessing text meaning	300	4.00	.940	High
Confirming prediction	300	4.09	.937	High
Overall average score		3.83	.659	High

Similar to the result of Support reading strategies, the mean score of each item in Global reading strategies (Table 9) was higher than 3.50, showing that the students reported they used the strategies to work with the text directly or to manage and supervise their reading. For example, as shown by the students' responses, the students acknowledged that they had a purpose when they read (Item 1) and they also use what they know (Item 2) to help them comprehend what they were reading.

Students' Reading Attitude and Interest

Table 10 presents the result of the analysis of the students' responses in terms of reading attitude. The mean score was between 1.55 and 2.59, showing that the students agreed with the statements. For example, the students acknowledged that they wanted to be able to read in English better than they were now. Based on their responses, the students also agreed that it was important to be a good reader.

Table 10
Students' Reading Attitude

STATEMENTS	N	Mean	Std
I want to be able to read better than I can now.	300	1.55	.727
I like to read to learn new things or how to do something.	300	1.62	.734
I think it is important to be a good reader.	300	1.63	.655
My family thinks it is important to be a good reader.	300	1.69	.733
Sometimes I like to read in my spare time.	300	1.84	.695
I like to go to the library to read or look things up that I want to know about.	300	2.01	.818
Sometimes I like for someone to read to me.	300	2.01	900
Other people in my family seem to like to read.	300	2.06	.858
I enjoy reading aloud in class to classmate.	300	2.12	.845
Sometimes I'd rather read than play.	300	2.13	.860
I enjoy reading aloud to someone else at home.	300	2.13	.868
Sometimes I'd rather read than watch TV.	300	2.15	.738
My friends seem to like read.	300	2.26	.909
I read parts of a newspaper several times a month	300	2.55	.847
I read parts of magazine several times a month	300	2.59	.879.
Overall average score		2.01	.390

The students' responses for reading interest were presented in Table 11. Specifically, Table 11 presents the students' responses about reading material that they might enjoy reading. There were 12 options and the students could select more than one type of reading material.

Table 11
Students' Reading Interest: *I might enjoy reading* ....(N=300)

Item		N	Percentage
I might enjoy reading about ...	science fiction	111	37
	how to make or do something	138	46
	an adventure story	208	69.3
	a murder mystery	148	49.3
	love and romance	112	37.3
	nature	94	31.3
	wars and fighting	140	46.7
	travel and places to visit	128	42.7
	crime and spy stories	117	39
	people	80	26.7
	real things that happen	91	30.3
	Western stories	80	26.7

The result showed that the highest percentage was for adventure story (69.3%), meaning that it was the text type that most students might enjoy reading. The explanation why adventure story was cited as the most preferred reading the students selected may likely to do with the students' age. As Waughfield (2002, p.59) highlights, "Teens particularly like adventure stories and stories of conflicts between generations".

Although the finding showed that 69.3% students preferred adventure story, the result of the students' responses presented in Table 10 confirms the fact that the students' reading preferences are not only restricted to adventure story, but they are varied. This suggests that the students have a desire to read multiple

genres. Therefore, to accommodate the students' varied reading preferences, providing an access to many different genres of English reading materials is strongly suggested.

CONCLUSION AND SUGGESTIONS

The aim of this study was to investigate and describe the *English reading motivation, reading strategies, reading attitude,* and *reading interest* of junior high school students in Palembang. The following are the points that are summarized based on the findings of this study. *First,* the students participated in this present study do have motivation in reading in English and their motivation in reading are varied. In general, their level of reading motivation is high. *Second,* the students know the strategies that can be applied when facing problems in reading in English. Third, the students have a positive attitude towards reading in English. Fourth, from the twelve genres, adventure story is the reading material they mostly prefer.

Based on the summary, it is suggested that the schools provide an access for the students to deliver their desire and motivation in reading by providing different types of English reading materials. The school library has to play its role as the place where the students can get the access to the varied English reading materials. This means that adding a new collection of reading materials, for example once a year is worth doing. This can help to keep the students motivated in reading. However, it takes the effort not only from the school, but also the community.

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About the Author

Machdalena Vianty, M.Ed., M.Pd., Ed.D., Amrullah, M.Ed., Ph.D., and Fiftinova, M.Pd are the lecturers of the English

Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University.