

Students' Motivation in Reading English Recount Texts in Junior High School

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Abstract

Reading is one of the important skills in learning English and motivation plays an important role in influencing reading outcomes and experiences. Students' motivation needs to be increased as it affects other skills in learning English. This study aims to determine the level of the students' motivation in reading English Recount Text. The descriptive quantitative research design was carried out in this study in order to collect information or data on students' reading motivations. The instrument used for data collection was the Reading Motivation Questionnaire (RMQ) developed by Wigfield. Thirty students at one reputable junior high school were participated on filling in 15 statements regarding motivation in reading English Recount Text. The finding indicated that students' motivation in reading English recount texts was at a high level (89.57%). The most significant reason comes from extrinsic motivation in reading Recount Text. This study is helpful for teachers to discover factors affecting students' motivation in reading English Recount Text.

Keywords: Motivation, reading, English recount texts

INTRODUCTION

Reading is a process that involves and utilizes the reader to understand the message the writer wants to convey through the use of words and written language. In English, there are four skills, one of which is reading. Reading is usually identified as an internal process that is silent, invisible compared to the other three language skills, listening, writing and speaking (Zhu, 2021). Reading is an essential skill in learning. (Yulianto et al., 2020) An essential skill for success in all educational contexts is reading. (Abbas et al., 2020) stated that reading is the best learning motivation through which an individual can enhance a basic understanding of the world.

Many difficulties are often experienced by English foreign learners in learning English, especially in reading skills. Many people think that reading is the most accessible skill to learn. However, in reality, students find many difficulties in reading skills, such as many unfamiliar vocabulary words, unfamiliar cultural material, and others. Reading comprehension difficulty also occurs frequently. (Khoirun Nisak et al., 2021) States that students have some problems understanding words, phrases, and English text. In learning a foreign language, students are required to read a lot of material in written form. In the 2013 curriculum, it is explained that the core competence of learning English at the junior high school level is processing and presenting it in the concrete and abstract realms, namely writing, reading, and composing. This requires students to read texts often, including narrative, descriptive, and recount text. Many texts are unfamiliar to students and require students to read carefully to find out what is meant in the text, including the vocabulary or the context contained in the text.

The difficulties faced by students in reading could make students' motivation to read decrease. For example, the reading materials available are not interesting and suitable with the students' needs. In addition, some students are found that they feel bored with teachers' reading technique. Teachers tend to use traditional reading techniques such as reading aloud and translating difficult words from the texts. Thus, this will not make students motivated to read as well as will not make them successful in learning as motivation is essential to understanding and expanding one's knowledge when reading. Since reading is one of the important skills in learning English, students' motivation must be increased because it affects other skills in learning English. Motivation is defined as an encouragement or effort to do something (Christianto & Karin, 2019). According to (Vincent & Kumar, 2019), motivation is an important factor that encourages people to give their best performance and help in reaching enterprise goals. Furthermore, motivation in reading refers to a student's willingness, need, desire, and compulsion to participate in the reading process and outcomes (Indrayadi, 2021; Wigfield & Guthrie, 2000).

Reading motivation is a crucial component that inspires kids to read more and significantly affects both reading and comprehension. Reading motivation can take many forms depending on the motives or objectives that drive activity, with the main distinction between intrinsic and extrinsic motivation (Brown, 2014; Ng & Ng, 2015). According to (Ibhar, 2022), extrinsic motivation, on the other hand, involves doing something for various reasons, such as the drive to excel, extrinsic academic, extrinsic exam compliance, and extrinsic social sharing, which also yields results. In contrast, intrinsic motivation is doing something because it is intrinsically enjoyable. In other words, intrinsic motivation is a type of motivation that originates from within an individual, whereas extrinsic motivation is influenced by external factors, such as receiving praise for one's abilities from teachers, friends, or other social environments (Howard et al., 2016; Ng & Ng, 2015).

Reading allows a person to gain knowledge, broaden their understanding, and engage with new perspectives. Motivation in reading has the potential to enhance our understanding of reading development and achievement, and to inform explorations of how we might apply motivation in reading instruction and intervention (Toste et al., 2020). However, when it comes to reading recount texts, many students have difficulty due to lack of motivation. One of the main factors that cause a lack of motivation in reading recount texts is the perception of monotony and genre predictability. Recount text usually presents factual information in chronological order, recounting past events. Students may find less tension or excitement.

Another reason could be due to students' limited understanding of the topics presented in the recount text. If the narrated text is not familiar with their lives, students may have difficulty understanding the contents of the text. Lack of understanding of information about the text will make it difficult for students to determine the main idea, generic structure of recount text and then difficult to determine language features, (Mustika, 2020). Then, it can make students fail in developing interest in reading. Furthermore, teaching strategies from teachers and classroom environment can also influence students' motivation to read recount texts (Apoko & Marcellinda, 2023). Traditional approaches that rely solely on memorization and questioning do not inspire students to engage with texts at a deeper level. When reading is only an exercise in answering questions, students tend not to develop interest in recount texts.

Lack of motivation in reading recount texts is a common challenge faced by many students. However, by addressing the factors that contribute to this problem and implementing effective strategies, educators and parents can foster greater interest and enthusiasm for reading recount texts.

Several previous studies that examined students' motivation in reading said that students who lack motivation to read will try to avoid reading activities. This is because these students do not have the motivation to do reading activities. In addition, (Guelaila & Benamhammed, 2022) found a low percentage of the statement "I enjoy reading", and this means the participants did not have the motivation to read. They also found that the level of students' enjoyment of reading was low and the fact that students' preference for reading assignments in general had very poor levels; stated that they hardly like to read. Nevertheless, there are different findings regarding students' motivation in reading. In a similar study, (Manuas et al., 2022) found that the level of motivation to read English for tenth graders of one senior high school was found to be very high based on the interpretation scale. They also explained that students are motivated to read when their friends praise them for their reading skills.

From the discussion above, the researcher wants to examine the level of students' motivation in reading, especially in recount text. This current study is believed to be rare to conduct as it was done in a junior high school level. Thus, this study aims to determine the level of reading motivation of junior high school students and find a solution.

RESEARCH METHOD

Design of the research

This research used a descriptive quantitative design which provided information on the percentages of each item (Creswell, 2018). The information would be the descriptions of students' motivations in reading English recount texts. There were 30 students consisting of 20 female and 10 male students in the ninth grade of one private junior high school in Jakarta.

Technique of data collection

Questionnaires were employed as research instruments in this study. The questionnaire of Motivation for Reading Questionnaire (MRQ) from Wigfield et al., (1996) was used to investigate the students' reading motivation. The questionnaire contains statements regarding the students' conduct and feelings that they must respond to. This questionnaire had 15 statements regarding reading motivation. Before presenting the questionnaire to the students, the researchers explained how to answer it and what the questionnaire was about.

Procedure of data collection

The researcher notified the English teacher of junior high school that the researchers would conduct research by providing questionnaires to students. The data collection was held offline, and students fill out a questionnaire. The researchers held an offline meeting to introduce themselves and describe their intentions to 30 eighth-grade students. The researchers explained how to fill out the questionnaire as clearly as possible and then gave students the opportunity to ask questions if there was anything they needed help for understanding. After the introductions and instructions ended, the researcher distributed the questionnaire paper to all the students in the class. The students had 30 minutes to fill out a questionnaire.

Data analysis

In analyzing the data, the researchers used descriptive statistics to analyze the data. The goal of descriptive statistics was to show the percentages of each item as the research results as well as the mean and the standard deviation. The questionnaire employed in this investigation has a four-point Likert scale with four distinct responses: "totally agree," "agree," "disagree," and "totally disagree."

RESULT AND DISCUSSION

Research Findings

Table 1. The results of students' motivation in reading recount texts

No	Questions	SD	D	A	SA	%	Mean	STDV
1	I know and understand what Recount Text is	3.33	10	76.7	10	100	2.93	0.58
2	I often read Recount Text	0	33.3	60.0	6.7	100	2.73	0.58
3	I have more motivation to read certain types of Recount Text	3.33	13.3	73.3	10	100	2.90	0.61
4	I would read more Recount Texts when I managed to understand one Recount Text	0	16.7	70.0	13.3	100	2.97	0.56
5	I feel enthusiastic to read Recount Text with a variety of different topics	0	16.7	70.0	13.3	100	2.93	0.52
6	I feel motivated to read Recount Text to develop my imagination	0	13.3	76.7	10	100	2.97	0.49
7	I feel happy when I can identify facts and opinions in Recount Text	0	6.7	80.0	13.3	100	3.07	0.45
8	I get excited when I discover new facts in Recount Text	0	3.3	80.0	16.7	100	3.13	0.43
9	I think that reading Recount Text can improve my reading ability	0	6.7	73.3	20	100	3.13	0.51
10	I feel happy when I can identify Recount Text patterns	0	10	83.3	6.7	100	2.97	0.41
11	I feel happy when I succeed in understanding the Recount Text that I read	0	10	73.3	16.7	100	3.07	0.52
12	I feel more enthusiastic when the teacher says I understand the text well	0	0	33.3	66.7	100	3.67	0.47
13	I feel happy when someone compliments my reading	0	0	33.3	66.7	100	3.67	0.47
14	I feel satisfied when I	0	0	66.7	33.3	100	3.33	0.48

succeed in understanding the moral message conveyed in the Recount Text								
15	I feel proud when I can provide my understanding of the contents of the Recount Text that I read	0	6.7	66.7	26.7	100	3.20	0.55
Total				1343.6				
Average				89.57				

Based on the data analysis there are 76.7% students agreed, 10% strongly agreed, 10% disagreed, and 3.33% strongly disagreed. This indicates that 86.7% of the respondents are know and understand what Recount Text is. Furthermore, there are 60% students agreed, 33.7 students disagreed, 10% strongly agreed, and 0% students strongly disagreed. This show that 70% students often read Recount Text and 33.7% students rarely read Recount Text. Moreover, students stated that reading Recount Text could improve their ability, based on the data 73.3% agreed, 20% strongly agreed, 6.7% disagreed, none strongly disagreed.

In line with students' motivation to read recount texts, there are 73.3% agreed, 13.3% disagreed, 10% strongly agreed, and 3.33% strongly disagreed. This points out that 83.3% students felt motivated to read certain types of Recount Text while the other 16.63% students are not motivated to read certain types of Recount Text. Also, students stated that they felt enthusiastic to read Recount Text with variety of different topics, based on the data there are 70% agreed, 16.7% disagreed, 13.3% strongly agreed, and none strongly disagreed.

Related to their understanding to read recount texts, 70% of students agreed, 16.7% disagreed, 13.3% strongly agree, none of them strongly disagreed. This indicates that 83.3% students would read more Recount Text when they managed to understand one Recount Text. Further, they stated that they felt happy when they succeed in understanding the Recount Text they read, based on the data there are 73.3% agreed, 16.7% strongly agreed, 10% disagreed, and none strongly disagreed. They also stated they felt proud when they can provide their understanding of the content of the Recount Text, the data show 66.7% agreed, 26.7 % strongly agreed, 6.7% disagreed, and none strongly disagreed.

Dealing with students' happiness in reading recount texts, there are 80% agreed, 13.3% strongly agreed, 6.7% disagreed, and none of them strongly disagreed. This points out that 93.3% students felt happy when they can identify facts and opinions in Recount Text. Additionally, they get excited when they discover new facts in Recount Text, based on the data 80% agreed, 16.7% strongly agreed, 3,3% disagreed, and none strongly disagreed. Students felt happy when they can identify Recount Text patterns, the data show that 83.3% agreed, 10% disagreed, 6.7% strongly agreed, and none strongly disagreed. Students also felt satisfied when they succeed in understanding the moral message conveyed in the Recount Text, the data shows 66.7% agreed, 33.3% strongly agreed, none of them disagreed.

Lastly, there are 66.7% strongly agreed, 33.3% agreed, none of them disagreed. This indicates that 100% students felt more enthusiast when the teacher said they understand the text well. They also felt happy when someone compliments their reading ability, the data shows 66.7% strongly agreed, 33.3% agreed, none of them disagreed. From the result above, the data indicates that grade 9 students in Junior High School have a high motivation to read the Recount Text.

Discussion

The findings regarding the research question presented above showed that the students are motivated to read Recount Text. They have a high level of motivation related to read Recount Text. This current study also showed that all of nine grade students of Junior High School have high extrinsic motivation in reading English Recount Text. This result is similar to the previous study with the same topic by (Aulia & Zainil, 2020) which analyzed that 8th-grade students of one junior high school were dominated to have extrinsic motivation in reading and also (Dakhi, 2018) discovered that more than half of the students agreed that recognition of reading was a desire of achievements to be recognized by teacher or peer approval.

The result of this study is also similar to the previous study that was conducted by (Apriani et al., 2021) on students' motivation in reading English Text for junior high school in Palembang. The result of this study showed that students can develop reading ability because they have average level of intrinsic motivation. This statement is also supported by (Maneba et al., 2021) who found that there are five students who are in the high motivation category, 13 out of the total students' motivation in reading English text is at an average level, and seven students out of all total students are in low motivation level.

However, (Guelaila & Benamhammed, 2022) discovered a low percentage of individuals who said they enjoyed reading; this is because they lacked the incentive to do so. Furthermore, they discovered that students' levels of enjoyment of reading were low and that they generally had extremely low levels of preference for reading tasks; they reported that students hardly enjoyed reading. Moreover, the eighth-grade students at two state junior high schools exhibited the same sorts of reading motivation as it can also be found in (Aulia & Zainil, 2020). Both of students in the two schools have the same extrinsic types in reading English text. In neither of the schools are there any students who are intrinsically motivated to read English. It implies that the students' major factors of motivation for reading the English topic are external influences. Thus, the process of motivation related to students' reading skill (Toste et al., 2020).

Another related study by (Siregar & Narius, 2019) indicated that ten students have a high level of reading motivation, fifteen students have an average level of reading motivation, then only two students were in low motivation. Almost all of the students stated that they were more having extrinsic motivation than intrinsic motivation. The most extrinsic element found is the desire to get rewards or prizes. According to the study's findings, the more the desire to read that comes from external causes, the higher the reading value achieved in terms of understanding the contents of the reading text. Meanwhile, research from (Fuad et al., 2021) found that intrinsic motivation is higher than extrinsic motivation. It means the factors within students become their primary motivation or why they read English subjects. The same case are also found from (Sulaiman, 2019) that among eight categories, reading curiosity, reading involvement, and the Importance of reading are higher. One study also pointed out that more interesting texts could be the main factor to make students read more (Tegmark et al., 2022).

From this discussion, it is implied that the intrinsic and extrinsic motivation could influence students' motivation to read English Texts. Some students were motivated to read English texts as they enjoyed reading and were curious to read for personal reasons such as gaining more knowledge and new vocabulary. Some of them

were also motivated to read as they would get rewards or some incentives from their teachers.

This current study has several restrictions such as a small number of participants and the time constraints to conduct the research. Thus, a larger sample size and participation from additional schools would have improved the effectiveness of this study in the future.

CONCLUSION

Reading can serve as a method for students to acquire knowledge, broaden their understanding, and engage with new perspectives. When students are motivated to read, it has the capacity to improve their grasp of reading progress and success, as well as to guide the investigation of how we can incorporate motivation into reading education and support. Meanwhile, students will avoid reading if they do not enjoy it or have no support from the reading environment.

Motivation is a critical aspect in determining success in acquiring a person's reading competence, particularly in reading course materials of English texts. Motivation plays a crucial role in reading and significantly influences a student's engagement, comprehension, and overall reading experience. When students are motivated to read, whether it's due to personal interest, curiosity, or a sense of accomplishment, they are more likely to approach reading with enthusiasm and dedication. This heightened motivation prompts them to invest more time and effort into reading. Internal reading motivation is typically created by personal desire, however external reading motivation could be caused by social life or external incentives such as rewards or goals to attain the desired aims.

Based on the research findings of the study, there are several conclusions that can be drawn. The 9th grade of one Junior High School is highly motivated to read recount texts. Based on the data, the extrinsic motivation is in high level and the intrinsic motivation are in average level.

There are various suggestions for this research based on the findings and discussion. The first recommendation is to increase the junior high school students' motivation in reading English Recount text. In order to motivate students to read English Recount texts, teachers should also offer engaging reading activities. English teachers should inform the students of the importance of motivation in reading. Before the class begins, the teacher needs to inspire the students to be enthusiastic in reading, encouraging their desire to read more. It is also hoped that the findings of this study will be utilized as a guide by other researchers to carry out a similar study on students' motivations in reading English recount texts. In addition, the researcher would like to advise other researchers to study students' motivation for learning other language skills, such as listening, speaking, and writing.

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