THESIS

Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan

Limpid Sesty Lupiani
112014074

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
2018
STUDENTS’ MOTIVATIONAL FACTORS IN READING

ENGLISH ACADEMIC PAPER

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This study aimed at finding out university students’ motivational factors in reading English academic paper. The participants of the study were students majoring English Language Education Program in a private university in Salatiga, Central Java. The methodology applied in this study was qualitative method. The data was collected by conducting an interview towards 10 students where half of them were batch 2015 and the rest batch 2014. In explaining the interview result, the researcher used some figures to display the amount of the students who were motivated or not by certain factors. Then, the figures would be followed by further explanation. The result indicated that students’ English reading motivation was influenced by intrinsic and extrinsic factors which were intrinsic motivation, extrinsic drive to excel, extrinsic academic and test compliance, also extrinsic social sharing. In this case, extrinsic drive to excel was strongly motivating the students. In addition, the other factors seemed to give little influence to students’ reading motivation, especially in intrinsic motivation and extrinsic test compliance. Through the obtained result, this study might give insight to the lecturers in helping the students to encourage their English reading motivation.

Keywords: reading, academic paper, motivational factors.

INTRODUCTION

Proverb says reading is a warehouse of knowledge. It means that if the reader wants to gain lots of knowledge, reading is a must. Reading was considered as a beneficial activity which needs motivation. Cambria & Guthrie (2010) believe that having a combination of reading skill and motivation will produce a good reader. Having reading motivation will also develop students understanding towards the reading text (Ahmadi, 2013; Guthrie et al, 2004). Thus, to be successful in reading, reading motivation is important.
Reading motivation can play more important role if the texts read is in a second language (L2), like English, not to mention if the texts are academic paper. Reading motivation is highly needed because reading English academic paper is challenging, as it is stated by some researchers. Bouvet (2002) affirms that understanding the texts in a second language can be more difficult than in a native language. The difficulties may appear because of some conditions, such as lack of phonemic and phonic awareness, less vocabulary knowledge, reading fluency problem and low reading comprehension (Irujo, 2007). Reading motivation encourage readers to keep reading though they face difficulties.

Though reading motivation is highly needed in reading L2 texts, the studies of reading motivation are often done only to study the reading motivation in first language (L1) context, not in an L2 context. The study done by Wigfield & Guthrie (1997) focus on reading motivation in an L1 context which consists of eleven reading dimensions. Komiyama (2013) states that Wigfield & Guthrie’s reading motivation framework has been adapted and adopted by many researchers reviewing reading motivation in L1 context (e.g. Mucherah & Yoder (2008), Lau (2004), Pecjak & Peklaj (2006)). Conversely, reading motivation in L2 context might be considered as an insignificant study. Dhanapala (2008) states L2 reading motivation research is still limited. Komiyama (2013) also states a similar voice that L2 reading motivation is just to be developed. This makes the writer interested to study L2 reading motivation.

The current research aimed to find out university students motivation in reading English academic paper. To achieve the aim, a question will be used for
this study: What are the university students’ motivational factors in reading English academic paper? This study is expected to provide some information related to factors which motivate the students in reading English academic paper. It is also hoped that the study will be useful as an additional information for lecturers, thus they may understand and give encouragement to the students if it is needed relating to reading English academic paper. Also, this study is hoped to be useful for the EFL university students to be aware of some motivational factors in reading, thus it may make them be more successful English academic paper reader.

LITERATURE REVIEW

Definition of Motivation

Several researchers have defined the meaning of motivation. Graham & Weiner (1996) describe motivation as the reason behind people’s thinking and action. Another viewpoint comes from Rakes & Dunn (2010) who explain motivation as reasons for people doing a certain action which refer to their needs and desire (as cited in Turner, 2017). Beside, Lai (2011) claims that motivation is “reasons that underlie behavior that is characterized by willingness and volition” (p.2). Referring to the previous definitions, motivation can be seen as causes which drive people to do a particular way in order to achieve their goals.

Reading Motivational Factors

Motivation cannot be separated from the reasons behind actions. Therefore, it can be understood that motivation is caused by certain factors. The same as reading motivation in L1 context, there are some factors which can boost reading motivation in the L2 setting. Komiyama (2013) mentions five factors underlying
L2 reading motivation, which are intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing. Every factor has its constructed items and a specific characteristic behavior. The constructed items used in Komiyama’s theory are developed from Wang & Guthrie’s (2004) L1 intrinsic and extrinsic reading motivation dimensions. In Figure 1, the researcher grouped the factors into two section first, which are intrinsic and extrinsic motivation. Then, it is divided into Komiyama’s framework.

### Figure 1. Reading Motivational Factors
(Based on Komiyama (2013)’s classification)

<table>
<thead>
<tr>
<th>Reading Motivational Factors</th>
<th>Intrinsic motivation</th>
<th>Extrinsic drive to excel</th>
<th>Extrinsic academic compliance</th>
<th>Extrinsic test compliance</th>
<th>Extrinsic social sharing</th>
</tr>
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<tbody>
<tr>
<td><strong>Intrinsic motivation</strong></td>
<td>Reading curiosity</td>
<td>Reading involvement</td>
<td>Reading challenge</td>
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<tr>
<td><strong>Extrinsic drive to excel</strong></td>
<td>Reading competition</td>
<td>Reading recognition</td>
<td>Reading compliance</td>
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<tr>
<td><strong>Extrinsic academic compliance</strong></td>
<td>Reading grades</td>
<td></td>
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<tr>
<td><strong>Extrinsic test compliance</strong></td>
<td>Reading recognition</td>
<td></td>
<td>Reading competition</td>
<td></td>
<td></td>
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<tr>
<td><strong>Extrinsic social sharing</strong></td>
<td>Social sharing</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Note:**
- Types of reading motivational factors
- Constructed items of the factors
**Intrinsic Motivation**

The first motivational factor in L2 reading motivation is intrinsic motivation. The definition of intrinsic motivation has been explained by numerous scholars. First, Deci & Ryan (1985) explain intrinsic motivation as the motive behind an action to meet self-interest which is not considering the external reasons, like having appreciation from others (as cited in Wigfield & Guthrie, 1997). Moreover, Gottfried (1985) claims that intrinsic motivation refers to the pleasure in doing an action (as cited in Guthrie et al, 1996). In line with the experts, Ryan & Deci (2000) confirm intrinsic motivation as “the doing of an activity for its inherent satisfactions rather than for some separable consequences” (p.56). Based upon the descriptions, intrinsic motivation can be considered as the reason for an action because of one’s own accord to satisfy self-desire without focusing to obtain the external value.

There are some aspects influence intrinsic reading motivation, which are the curiosity towards the new books and topics, time expenses in reading, and accepting challenges that might occur in reading (Guthrie et al, 2006). At that point, Komiyama (2013) adopts the three motivational items and creates technical terms for the items, which are reading curiosity, involvement, and challenge. Every item has its own description. Wigfield & Guthrie (1997) define reading curiosity as students’ desire to learn about a certain interesting topic. In addition, they define reading involvement as students’ pleasure to read a good interesting reading, and reading challenge as students’ happiness of mastering difficult ideas in the reading.
Every constructed item in intrinsic motivation can be reflected by students’ behaviors. Komiyama (2013) identifies students’ happiness in reading an interesting topic in English indicates their reading curiosity. Similarly, he classifies students who are driven by reading involvement will enjoy reading good and long English reading, also when the students like to read a challenging English reading, it means they are driven by the reading challenge.

*Extrinsic Motivation*

In contrast to intrinsic motivation definition, extrinsic motivation has the opposite meaning. Deci et al (1991) state extrinsic motivation as an attempt to achieve “some separable consequence” after doing a work (p328). Added to the argument, Ryan & Deci (2000) declare extrinsic motivation as someone’s reason to do an activity to achieve the instrumental value, instead of the enjoyment value. Moreover, Lai (2011) acknowledges that extrinsic motivation is influenced by either the tangible rewards, such as money, grades, privilege; or intangible reward, like praise. Reviewing the earlier statements, extrinsic motivation can be meant as an urge to do an activity because of the desire to have the others’ appraisal towards the work.

There are some factors affecting extrinsic motivation in L2 reading motivation. Komiyama (2013) classifies four extrinsic motivational factor, which are extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing. The researcher will describe it started from extrinsic drive to excel first.
Extrinsic drive to excel

Extrinsic drive to excel is the second factor in L2 reading motivation context. The definition of extrinsic drive to excel is students’ desire in doing a work which has a purpose to prove that they are excellent in L2 reading (Komiyama, 2013). There are two items build extrinsic drive to excel, which are reading competition and reading recognition. Wigfield & Guthrie (1997) view reading competition as students’ desire to defeat others in reading, and reading recognition as students’ pleasure to get real others appreciation towards their success in reading.

There is a representative attitude when students own certain motivational items in L2 reading. Komiyama (2013) identifies students reading competition occurs when they have a desire to be the best in English reading. Then, he categorizes when the students are like to be told that they are good English readers by their friends, it means that reading recognition motivates their reading.

Extrinsic academic compliance

Another L2 reading motivational factor is extrinsic academic compliance. Extrinsic academic compliance means students’ enthusiasm in L2 reading because of the needs of their assignment and grades (Komiyama, 2013). There are two sources of extrinsic academic compliance, which are reading compliance and reading grades. Wigfield & Guthrie (1997) interpret the definition of reading compliance as a reading longing for an external purpose. Correspondingly, they state reading grades as readers’ reading desire to get good grades and positively evaluated by the educators.
There is a specific action implies students’ reading grades and compliance. Komiyama (2013) interprets students are motivated by reading grades if they are willing to give more effort in doing graded English reading assignment. In addition, he approves that reading compliance is able to be indicated if the students do English reading assignments exactly as the teacher assigned.

Extrinsic test compliance

Extrinsic test compliance is the fourth reading motivational factor in L2 context. Extrinsic test compliance a drive which makes the students read the L2 text in order to enhance their standardized test (e.g., TOEFL, EILTS, Michigan, etc.) scores and be successful in the future class (Komiyama, 2013). The definition is slightly similar to the definition of extrinsic academic compliance factor. The difference emphasizes the purposeful reading context. Extrinsic test compliance focuses on English standardized and doing well in the next class.

Extrinsic test compliance also has some constructed items which near similar to extrinsic academic compliance factor. There are three constructed items in extrinsic text compliance, namely reading recognition, competition, and compliance. Komiyama (2013) identifies students who are motivated by reading recognition will read English reading because they like seeing their reading score on the test improves, also they are indicated to be motivated by reading competition if they want to have a higher reading score test than their peers. Furthermore, students who are motivated by reading compliance will read English reading because of their necessity to do well in the future class commonly.
Extrinsic social sharing

The last motivational factor in L2 reading is extrinsic social sharing. Komiyama (2013) declares extrinsic social sharing as an ardor in L2 reading because the reader is like to share what is read with peers, in and out of class. In line with Komiyama’s definition, Wigfield & Guthrie (1997) has been described the social reason for reading as “the process of sharing the meanings gained from reading with friends and family” (p.421).

There is one constructed item and specific behavior applied in extrinsic social sharing. Komiyama (2013) sorts social sharing as the item which constructs extrinsic social sharing. Moreover, he identifies students who are motivated by extrinsic social sharing factor will be like to talk about what they read with their friends.

Related Studies

There were some studies that have been done related to students’ motivational factors in L2 reading. The first study came from Mori (2002) who attempted to investigate foreign language reading motivation of university students. There were 447 students at a women’s university in Japan contributed to this study. She used a questionnaire as her research instrument. The instrument was adapted from Wigfield and Guthrie’s (1995, 1997) theory of L1 reading motivation, called Motivation Reading Questionnaire (MRQ). There were eleven components in MRQ. However, Mori omitted three components such as competition in reading, reading recognition, and social reason for reading because those components were irrelevant to her participants. As the result, Mori found that intrinsic and attainment
value, extrinsic utility of reading in English, also expectancy for success in reading in English were the influential factors in English reading.

The second study was conducted by Kondo-Brown in 2009. One of the objectives was to find out the basic motivational components to read in an East Asian language as a foreign language. The participants were 123 post-secondary university students who were Chinese, Japanese, and Korean. The data was collected by distributing a questionnaire to the participants. The result indicated that the motivational components which encourage the students to read in L2 were intrinsic value, extrinsic value, motivational strength value, and reading efficacy value component.

The last related study examined by Ölmez in 2015 which investigating L2 reading motivation as one of the research objectives. The participants were 114 freshmen university students of English Language Teaching department. The data was collected using a scale on L2 reading attitudes and motivation. After analyzed the data, he found that there were four points which can motivate the students to read in English which were linguistic utility of texts, extrinsic and intrinsic utility value of reading, and reading efficacy.

THE STUDY

This study referred to the motivational factors practiced by the university students especially who take education program. The answer to the study was collected by applying a qualitative method towards a research question: ‘What are the motivational factors that influence university students’ motivation in reading English academic paper?’
The Context of the Study

The study was conducted in the faculty of English Language Education Program of a private university, which is located in Salatiga, Central Java. The researcher chose to do the research in this faculty because there are some courses that require students to read many English academic papers, such as in Sociolinguistics for Language Teacher course, Theories of Teaching courses (Teaching English for Young Learners (TEYL), Teaching English for Adult Learners (TEAL), and Teaching English for Specific Purposes (TESP)), Language, Culture and Identity course, Academic Writing course, Current Issues in Second Language Teaching (CISLT) course, and Current Issues in Applied Linguistics (CIAPL) course. Mostly, these courses are available to be taken by the third year students and above.

Participants

The amount of the participants were 10 students who were in the third and fourth-year students of ELEP. The third-year students were considered as batch 2015 and another batch was 2014. The first and second-year students will not be contributed to this research since they are not get used to deal with reading English academic paper in their academic context. Also, they have no any courses require them to read the paper. The amount of the participants were considered sufficient to get data since there were about 16 questions to be answered.

Data Collection Instruments

To collect the data, the study used an open-ended interview. There were two major reasons considering interview as the instrument for collecting the data. First,
the participants may have the additional information towards the questions. Also, through the interview, it can avoid misunderstanding since every question and answer are able to be developed further.

The interview questions consisted of 8 close-ended questions and 8 open-ended questions which indicated students’ motivational factors in reading English academic paper. The first two questions were about their background information, such as their batch and whether they have ever read English academic paper or not. Then, the following questions were referred to their motivational factors in reading English academic paper.

Before conducted the interview with the 10 participants, the researcher conducted a pilot interview. The piloting was done towards one participant. The purpose of doing piloting was to make sure that the questions were understandable and suitable to answer the research question.

**Data Collection Procedures**

Firstly, the researcher looked for 10 participants by approaching them through chatting and asking their approval in order to help the researcher to conduct the interview. The researcher informed the aim of this study. After that, the participants were told that they are allowed to use Bahasa Indonesia in order to facilitate them to express their answer easily. Then, they were willing to help the researcher as they took part in this study. Thereupon, the researcher made an appointment to interview the participants. On the day as the agreement reached, they were asked to answer the questions honestly, also the researcher would keep their name as the
anonymous. The participants’ answer would be written on a piece of paper and recorded by a smartphone device.

Data Analysis Procedures

After the interview was conducted, the recording listened as it was transcribed by the researcher firstly. Then, the data were analyzed and grouped into the suitable factors. In addition, the researcher would calculate the amount of the students who seem to be motivated and not motivated towards certain conditions in order to sequence the factor from the most influential factor motivates the students to read English academic paper. The indication whether the students are motivated or not could be analyzed by looking at their answers towards some questions which might be added by their reasons as the explanation. Then, the researcher would put the result in a table to make the reader understand easily about the finding generally.

Next, the researcher made some subheadings in the findings and make some explanations as for the discussion. The first subheading would describe the factor that highly motivated students in reading, as it was followed by the other factors which did not strongly motivated the students in reading. Every subheading would consist of its graphic to present the amount of the students who seem to be motivated by some constructed items. Then, the researcher picked the representative answer and translated into English to confirm the result. The name of the participant will be hidden and written as S1, S2, S3, S4, S5, S6, S7, S8, S9, or S10.
FINDINGS AND DISCUSSION

The findings of this study indicated that the participants were motivated to read English academic paper by five reading motivational factors, such as extrinsic drive to excel, extrinsic academic compliance, extrinsic social sharing, intrinsic factors, and last extrinsic test compliance. Furthermore, the result found that the students were highly motivated to read because of the extrinsic academic compliance factor. The researcher will describe the findings from the extrinsic academic compliance first. Then, it will be followed by the other motivational factors. Beforehand, Table 1 will show the motivational factors with the constructed items found in this study.

<table>
<thead>
<tr>
<th>No.</th>
<th>Intrinsic motivation</th>
<th>Extrinsic motivation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reading curiosity</td>
<td>Reading recognition</td>
<td>Reading compliance</td>
<td>Social sharing</td>
<td>Reading compliance</td>
</tr>
<tr>
<td>2.</td>
<td>Reading involvement</td>
<td>Reading competition</td>
<td>Reading for grades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Reading for challenge</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Extrinsic Academic Compliance

The result of this study found that extrinsic academic compliance could highly motivate the student in reading English academic paper. As Figure 2 is drawn, almost all of the students are motivated by the two constructed items in extrinsic academic compliance (reading compliance and reading grades).
Nevertheless, it could be agreed that reading compliance is more motivating the students in reading rather than reading grades.

**Figure 2. Students’ extrinsic academic compliance**

![Bar graph showing extrinsic academic compliance]

**Reading compliance**

The finding marked that reading compliance could boost students’ extrinsic academic compliance. In other words, compliance might motivate them in reading. This study found that all of the students were motivated by the reading compliance, as the representative of the students delivered her statement:

Excerpt 1:

“I usually read the reading exactly the same as the teacher asked. I will search and read another reading if the teacher requests it.” (S10)

In addition, Guthrie et al (1996) state the aim of reading compliance is to meet other’s (family or teacher) expectancy. In link to this study, the students might do reading in order to meet the teacher’s expectation, as they obey to the teacher.

**Reading Grades**

Another constructed item that might enhance students’ extrinsic academic compliance was reading grades. It might have a meaning that grades could raise students’ motivation in reading. Moreover, Castle (2015) believes that grades, as an
Extrinsic factor, can motivate students in reading. However, this study found that grades perhaps do not highly increasing students’ academic compliance in reading. It could be seen by the obtained data that there was one student who looked to be not motivated by grades in reading, as student 7 confirmed his argument:

Excerpt 2:
“When the teacher told that the reading will be graded, I will not become a work hard person because reading the academic paper is difficult. The important thing to do for me is at least I understand what the reading is about. If I focus on the grades of the assignment, it will create another difficulty for me.” (S7)

Generally, the result of students’ extrinsic academic compliance factor in reading is different compared to Komiyama’s (2013) study. He investigated L2 reading motivational factors of post-secondary students studying English for Academic Purposes. The result of his study found that extrinsic academic compliance factor took small contribution towards students’ reading motivation. In other words, reading compliance and assignment grades might not really stimulate his participants’ motivation in reading.

Extrinsic Drive to Excel

Extrinsic drive to excel could become another factor which motivated the students in reading. As it is presented in Figure 3, the two constructed items (reading recognition and competition item) mostly motivate the students. However, the students seemed to be more motivated by reading recognition, rather than reading competition.
From the received data, it might be believed that reading recognition would surely promote students’ extrinsic drive to excel in reading. It means recognition could make all of the students to be motivated in reading. Likewise, Koestner et al (1990) believe that having a good mental condition, like feeling happy, will enhance motivation in doing a work (as cited in Singh, 2017). Thus, recognition from others (e.g. friends) would make students happy since they will feel that their friends aware of their competence in reading. As the representative, student 2 expressed her feeling towards the recognition:

Excerpt 3:
“Yes, I like it when my friends tell me that I am a good English academic paper reader.” (S2)

Reading competition

Reading competition was another motivational item that could construct students’ extrinsic drive to excel in reading. Alternatively, it means that competition might build up students’ motivation in reading. Jafari (2012) also supports that students’ reading motivation is influenced by having a sense of competition.
However, this study found that the students seemed to be not extremely motivated by competition. The evidence showed that there were 2 students who might be detected that did not have a sense of competition which reflects from a desire to be the best in reading, as both of them mentioned their argument:

Excerpt 4:
“No, I do not want to be the best reader who knows a whole part of the reading. I just want to be an ordinary reader who understands an important part of the reading.” (S7)

Excerpt 5:
“No, I do not want to be the best English academic paper reader because, in my opinion, reading is a learning process. If I were the best reader, it would make me stop learning by reading the paper. Therefore, I do not want to be the best reader because my reading purpose is to comprehend the paper, not to be the best.” (S8)

Commonly, this finding of students’ extrinsic drive to excel in reading is in line with Komiyama’ (2013) research. He established that extrinsic drive to excel became the second-factor encouraging students’ motivation in English reading. Each of his participants wanted to be the best English text reader, also they were like to get recognition, in a form of positive comments towards their reading skill from their teacher. In other words, the participants were motivated to read because they wanted to be excel in reading.

Extrinsic Social Sharing

Extrinsic social sharing could be the additional factor motivated the students reading. As it is illustrated in Figure 4, the majority of the students are motivated by social sharing. It means that sharing activity about what have read might motivate the students in reading. Correspondingly, Ryan & Deci (2000) affirm that extrinsic motivation could be motivated by social role.
It is known that social sharing could reinforce students’ reading motivation. However, 3 of 10 students were seemed not to be motivated by social sharing. This assumption could appear since they would need another situation to motivate them in reading, which is an interlocutor, as they mentioned:

Excerpt 6: “I would like to share what I read if friends whom I talk to have the same interest towards the reading that I want to share because sometimes I need to have at least an input from my friends. Therefore, I do not like to share what I read with those who have a different concern.” (S2)

Excerpt 7: “I would like to share what I read if only my friends start to talk first. If there is no one who discusses, I would keep my reading information for myself.” (S7)

Excerpt 8: “If the one whom I shared the reading with has the same interest and understanding, I would like to share it. But, if he/she does not have the same interest, I would not like sharing what I read because he/she would not understand what I talk about. As a result, I would make me to not have any feedback from her/him.” (S9)

From the received result, it might be true that extrinsic social sharing gives a little effect in motivating the students in reading. This result is in line with a research conducted by Salikin et al (2017). They examined English students’
reading motivational factors towards 42 freshmen students of English department at Jember University in the academic year 2015-2016. As a result, they found that the students seemed to not really enjoy to share what they read to their friends randomly. However, they tended to share what they read with their friends whom they know well, or their parents to avoid anxiety feeling. Therefore, it can be considered that the participants may have a small motivation in extrinsic social factor.

**Intrinsic Motivation**

**Figure 5. Students’ intrinsic motivation**

Another students’ reading motivation source might come from their intrinsic motivation. As the Figure 5 presents, commonly the students are motivated by all of the constructed items (reading curiosity, reading involvement, and reading challenge). In one hand, it seemed that reading curiosity might be an influential booster for students’ intrinsic motivation in reading. On the other hand, reading involvement and reading challenge seemed not to greatly support students’ intrinsic motivation. The three constructed items would be addressed further, started from the reading curiosity item.
**Reading Curiosity**

Reading curiosity could be believed as the highest item enhanced students’ intrinsic motivation since all of the students were motivated by reading curiosity. Furthermore, Hon-keung et al (2012) believe that curiosity might influence intrinsic motivation. Therefore, it cannot be denied that when the students are happy to read an interesting topic, it might influence their curiosity about the topic. Student 6 mentioned his argument towards reading curiosity:

Excerpt 9:
“Yes, I have an interesting topic, which about literature and I am happy to read about that since it gives me a new knowledge.” (S6)

**Reading Involvement**

Reading involvement might be another item which lifted students’ intrinsic reading motivation. It might be implied that the students are motivated by their involvement in a reading activity, no matter how long and hard the reading. However, the students in this study seemed to be not highly motivated by reading involvement. It can be proven that there were 4 of 10 students who seemed to not be motivated by reading involvement. There might be some possible reasons made them to not be motivated by reading involvement, such as their preferences in reading, reading difficulty, and interest towards the reading, as they stated their opinion:

Excerpt 10:
“No, I do not enjoy reading a long paper although that is a good paper because I prefer to read a simple to a long reading. I will enjoy reading in a short page” (S1)
Excerpt 11:
“No, I do not enjoy reading a good academic paper in long pages because I wonder it would be many difficult vocabularies on the paper and it makes me reluctant to read.” (S6)

Excerpt 12:
“I would enjoy reading even in a long page if the reading is interesting.” (S9)

Reading Challenge

The last constructed item which might increase students’ intrinsic motivation was reading challenge. In other words, reading challenge could motivate the students intrinsically. Similarly, Guthrie et al (2000) concur that preference for challenge is able to establish students’ intrinsic motivation.

Though reading challenge seemed to be important in developing intrinsic motivation, the result looked like reading challenge gave a little influence to boost students’ intrinsic reading motivation. It could be confirmed that there were 5 students who enjoyed reading although there were many difficult vocabularies. However, 5 of them did not feel the enjoyment because of the vocabularies difficulty and certain situations, such as when they are on a bad mood and when they like the reading. Their opinions would be presented representatively:

Excerpt 13:
“Actually, I do not enjoy reading if there are many difficult vocabularies because I will not get the whole meaning of the reading.” (S9)

Excerpt 14:
“If my mood is not in a good condition, I would not enjoy to read.” (S1)

Excerpt 15:
“I would not be enjoy reading if I do not like the reading topic.” (S3)

In common, this finding on students’ intrinsic motivation can be assumed that the students lack of intrinsic motivation in reading English academic paper.
This result is in contrast to Komiyama’s (2013) finding. He discovered that intrinsic motivation took the highest factor motivating the students in reading. It can be indicated by their positive attitude toward the reading. It means, they read in order to fulfill their curiosity towards a certain topic, they are enthusiastic to do reading activity even though they face some difficulties in the reading.

**Extrinsic Test Compliance**

Extrinsic test compliance might be the last factor that considered giving a small contribution to motivate the students in reading English academic paper. As it is shown in Figure 6, all of the participants might not be motivated by reading competition and reading recognition. However, all of the students could be assumed that they were motivated by reading compliance.

**Figure 6. Students’ extrinsic test compliance**

![Extrinsic Test Compliance Chart](image)

*Reading Compliance*

The only constructed item that encouraged students’ extrinsic test compliance was reading compliance. It means that the compliance might make them to be motivated in reading. Reading compliance might belong to students who
do reading because of the need to pass some courses in order to do well in the upcoming class. In this study, all of the students might be categorized to be motivated by reading compliance, like a representative student stated her argument.

Excerpt 16:
“Yes, I read because I need to pass some courses. Even, I look for another material to be read on the internet since I need to learn that material.” (S4)

Reading Recognition and Competition

The last two constructed which might not enhance students’ extrinsic text compliance were reading recognition and competition. It might be counted that the students were not motivated by recognition and competition in standardized English tests. This situation could occur because all of the students did not get used to reading the academic paper for preparing TOEFL or EILTS test. Then now, when they get used to reading the academic paper, they have not taken any English tests, as the representative stated his opinion:

Excerpt 17:
“No, I never read the academic paper to prepare TOEFL or IELTS test because the first time I had TOEFL test was in the first year as a university student. At that time, I did not get used to reading the academic paper, therefore I did not read it for preparing the test. Even up until now, I never have such kind of test. Therefore I never English read the academic paper to have grades improvement and higher grades among my friends.” (S5)

From the findings in extrinsic test compliance factor, it can be considered that extrinsic test compliance did not strongly motivate the students in reading English academic paper. This result is different compared to Pangestika’s (2018) study. She was defining motivation of undergraduate students at Department of English Language Education in Islamic University of Indonesia batch 2017/2018 in foreign language reading. She established that extrinsic test compliance became the highest factor of students’ English reading motivation since the students believed
their reading ability which used for English test will increase if they read English reading.

**Minor Constructed Motivational Items**

The finding of the study revealed that there were five constructed motivational items which did not make students motivated in reading. They were reading involvement, challenge, grades, competition, and recognition. The students might some possible reasons which make them be not motivated. The first reason could be related to their reading habit. The two other reasons might be caused by stress avoidance, and students’ personal experiences.

First of all, students’ reading habit might influence their reading motivation. Reading habit could be measured by looking at how much time spent by the readers to read the reading materials (Remanente, 2015). Therefore, if reading English academic paper is not the students’ reading habit, it could be seen when they are not getting used to reading it. It can be said so since if they do not get used to read, they would spend a little time on the reading activity. Accordingly, it may indicate a reduction in their reading involvement. Moreover, proceed against having no reading habit, it might make the students getting bored easier when they have to read a long academic paper. When they are bored, they would tend to avoid the reading activity, not to mention when the reading contains many unfamiliar words. Similar to Annamalai & Maniandy’s (2013) finding, they argue that a difficult academic reading text might not create an enjoyable atmosphere for the readers. Also, it could make them be not motivated to study the reading materials.
Accordingly, when the students seem to not be motivated by reading involvement and challenge, it could be because of their prior reading habit.

The second possible reason which could lessen students’ motivation in reading is stress avoidance. One of several factors that could make university students stress is the academic factor, like language difficulty and grades (Essel & Owusu, 2017). Reading English academic paper could be more stressful since it requires the readers to have a higher proficiency level for comprehending the text. They should have to give more effort struggling with the difficulty. In that situation, they are possible to be under pressure while reading. Therefore, it could make the students to not think too much about the reading grades and not aim to compete with their friends since they might want to keep away their stress. They might think that at least the assigned reading is done, no matter how great my grade is and how best I am among my friends. Hence, in order to fight off the stress, they would seem to be not motivated by grades and competition in reading.

Students’ personal experiences are the last possible reasons which could make the students be not motivated in reading. There are two personal experiences which might influence students’ reading motivation, those are a negative experience and no experience. The researcher would explain from the negative experience.

Khairuddin (2015) states that students would be discouraged from reading English texts if they had a “negative experience”, like once when they did not achieve a result as successfully as their friends. Khairuddin’s argument could be applied equally to this situation. The students might have a negative experience which makes them be not motivated in reading English academic paper if it is aimed
to share the reading with their classmates. The negative experience could be done when they are failed in interpreting the reading text in front of their friends. That experience might be embarrassing for them and they would be reluctant to share the reading with their classmates. That situation would lead the students to not be motivated by social sharing in reading.

In another part, Salikin, et al (2017) believe that it might be important for the students to have an experience in English reading. It is noteworthy since having English reading experience could raise students’ reading motivation. However, when they have no experience, it would reduce their reading motivation, especially if it is concerned with their motivation towards standardized English tests. This situation might occur when there is no exposure towards English academic paper earlier before they took the tests. Thus, it is possible that they have a little understanding that reading English academic paper might help them to be successful in standardized English tests. Therefore, their lack of experience might lead them to have no motivation if reading English academic paper is aimed to make them be more successful in English standardized tests.

CONCLUSION

This research aimed to explore motivational factors of university students in reading English academic paper. The findings indicate that the students have various factors dealing with reading motivation. Extrinsic factors seem to be the primary students’ motivational factors, like extrinsic drive to excel, academic compliance, and social sharing. However, intrinsic motivation and extrinsic test compliance might give little motivation to the students in reading English academic
paper. In this case, students’ reading motivation may not be influenced by their own desire in reading since they seem to have less reading curiosity, involvement, and challenge. Also, the students’ might not be motivated by recognition and competition in English tests, like TOEFL or EILTS. This condition might appear because of the obstacles during their reading activity which could discourage them from reading. Also, it might because of the unfamiliarity towards the function of reading English academic paper for English test competence.

In order to cope with students’ difficulties, lecturers may do some actions. First, the lecturers might encourage the students to raise their intrinsic motivation by giving a constructive feedback when the students seem to have some difficulties in understanding the paper, especially when they find difficult unfamiliar words. Therefore, an enjoyable atmosphere during their reading activity will be there and make them eager to read papers. As a result, their understanding of certain readings will deepen without depending on the external conditions and rewards. Secondly, the lecturers may give an awareness to the students that reading English academic paper could help the students to enrich their vocabularies. Through vocabularies enhancement, it will be useful for the students to do some English tests where it is possible that the tests may use academic vocabularies.

This study still has some limitations which are time and context limitation. Firstly, this study is limited within time where the researcher only has certain months to finish the research. Then, it is limited in context since the researcher only analyzed ten participants from batch 2015 and 2014 using the interview to collect the data. Therefore, the suggestion for the further research, it may extend the time
in collecting and analyzing the data. Then, it could be better if the research analyzes more than ten participants using questionnaire and interview in order to have a detailed result. Moreover, it might be better if the context of the study could relate reading motivation to the reading comprehension in order to develop the function of reading motivation.
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