



**THE INVESTIGATION OF EFL STUDENT'S MOTIVATION
IN READING COMPREHENSION**

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ABSTRACT

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The general objective pursued in this research is to investigate student's motivation in reading comprehension students at first semester at University Islam of Malang. Reading is one of the language skills in language learning. This is a skill that is very important to teach to students because it can help them to expand their knowledge. Motivation is a big role in reading skills. Motivation can help the student to improve their desire to read.

The study uses descriptive qualitative in analyzing a content of the research. The data was collected by conducting a questionnaire and interview towards 20 students at first semester at University Islam of Malang. The researcher used questionnaire and interview to display the amount of the students who were motivated towards their reading comprehension by certain factors, especially in intrinsic motivation and extrinsic motivation.

The result indicated that English Foreigner Language student's motivation was influenced by intrinsic and extrinsic factors towards reading comprehension. There are so many points discussed in this research such as the domains in the questionnaire. This study may help the researcher comprehend more clearly how to motivate their students in reading comprehension.

Finally, it can be concluded that student's motivation has a big role in reading. It can improve their reading comprehension towards the text. Give positive reinforcement and praise to be motivated can help students' problems in reading skill. Suggestions for future researchers who would use this topic can use the quantitative method in an experimental form so that the level of efficiency can be compared.

CHAPTER I

INTRODUCTION

This chapter presents the background elements of the research. This chapter introduces the background of the study, the research problem, the objective of research, the significance of research, the scope and limitation of the research and the definition of key terms.

1.1 Background of the study

A crucial component of learning English is motivation. The student's motivation will improve their reading and English proficiency. An important factor in reading activities is motivation. The degree of motivation will determine how well the learning process goes. Numerous experts have various interpretations of motivation. Motivation is the driving force behind behavior or the desire to repeat an action, and vice versa (Alizadeh, 2016).

For students studying English as a foreign language (EFL), in particular, reading comprehension is a critical ability in language acquisition. Teachers and researchers must comprehend the elements that affect EFL students' motivation to acquire reading comprehension skills in order to improve language learning methodology and overall language competency. The process of producing meaning through the coordination of several intricate processes including language, word reading, word knowledge, and fluency is known as reading comprehension (Cain et

al., 2004). Joffe et al. (2007), McGrew and Wendling (2010), and Kintsch and Rawson (2005) all assert that various stages of processing are involved in text comprehension.

Student motivation and reading comprehension have a substantial and established the link. Reading comprehension and student motivation are tightly related. There are research that look into readers' comprehension of the content of texts they read that are supported by reading motivation in order to establish a correlation between reading motivation and reading comprehension. For example, Slavin (2013) discovered that motivation has an impact on reading comprehension. As a result, motivated students typically desire to fully comprehend the text's content.

Furthermore, motivation is a crucial component that determines if the reader is able to identify and comprehend the text's substance, according to research by Maleki and Zangani (2007). Student motivation and reading comprehension are closely intertwined. The purpose of this study is to determine how reading motivation and reading comprehension achievement are related. Motivated students tend to read more often, engage more deeply with texts, and exhibit improved comprehension skills.

Certain investigations, including the one from, were previously completed by another researcher, Marsela (2017). The intention of this study is to determine the impact of the relationship between reading motivation and successful reading comprehension. The findings indicate a strong relationship between students'

motivation and their proficiency in comprehension of reading. The source of the second study is Nur Hasanah (2013). The goal of this research is to increase reading comprehension motivation in students by using a variety of intelligence tactics. Nur Hasanah, the researcher, came to the conclusion that using multiple intelligences tactics, which combine students' intelligence in answering reading comprehension problems, can be employed as one of the alternative strategies.

This study employ student of university as the subject and uses qualitative as the method of the research. In terms towards previous studies above, there are confrontation towards those previous studies and this study. Based on previous studies above, the subject of first study was senior high school as subject and the subject of second study was senior high school. On other hand, the two of previous studies above used quantitative method for the research. The research method and subject of this study different from those of previous studies. While university students are employ in this study, high school students were used in the previous research. The research method used in this study and previous studies is another distinction. This study uses qualitative research method as opposed used quantitative methods of the previous investigations. This is what led to the conduct of this study. This study will employ a potent and effectiveness for method and the subject of this research to emphasize the motivation that predominates in EFL student's motivation in reading comprehension.

1.2 Research Problem

In consideration of the above discussion, the problem's formulation is:

1. What are the dominant factors that influence EFL student motivation in developing reading comprehension abilities?

By uncovering the determinants of motivation in this context, the researcher can tailor instructional strategies and create an environment conducive to fostering reading motivation among EFL learners.

1.3 Objective of Research

Based on the previously established research statement, the aim of this investigation is:

1. To identify the dominant factors that influence EFL student's motivation in developing reading comprehension abilities

1.4 Significance of Research ★★★★★★

Subsequently is expected that this study's findings will have significant effects on EFL education theory and practice.

Theoretically:

By providing information and concepts into perspective and motivating students to read more textbooks to obtain a deeper understanding of a subject, the study's conclusions are intended to assist readers in general as well as students in particular.

Practically:

1. The researcher expects that this study will boost students' reading motivation in order to enhance their understanding of the text in addition to other aspects.
2. The author expects that anyone wishing to do research in the field of English instruction, especially in the area of student reading comprehension, may find the study's results useful as a guideline.

1.5 Scope and Limitation of the research

In this study, the researcher aims to offer comprehensive insights into EFL student motivation in reading comprehension, it is important to acknowledge its limitations. The investigation will primarily focus on the motivational factors related to reading comprehension in the context of EFL students. The subject of this study is the first semester at english department of University Islam Malang, consist 20 students in a classroom.

1.6 Definition of Key Terms

In order to maintain clarity and transparency throughout the research, the following essential terms are explained:

1. Reading Comprehension: The ability to understand and interpret written texts, extracting meaning and making inferences to comprehend the content. The process of concurrently understanding and developing meaning from written language through engagement and involvement is known as reading comprehension. Reading can be considered to be mostly an active process. From the process, the researcher

will know what makes student feel comfortability when the process of learning and choose the material that students most likely will understand the text

2. Motivation: The internal driving force that initiates, directs, and sustains a student's behavior and effort toward achieving a goal or engaging in a specific task.

3. English Foreign Language (EFL) Learners: Refers to individuals who are studying English as a second or additional language in a non English-speaking environment. For the subject, the study will choose first semester at Universty Islam of Malang

In conclusion, this study aims to clarify the dynamics of EFL students' desire for using interpretive comprehension in reading comprehension. This study offers practical implications for fostering good language learning outcomes and advances EFL teaching by addressing the research topic and examining the significance of the investigation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the research. The conclusions were composed of research findings and discussions, while suggestions came up with some ideas which were addressed to English teachers, students, and future researchers who take interest in the field of students' motivation in reading comprehension.

5.1 Conclusion

This study observed favorable perceptions, which are consistent with the findings and discussion in the preceding chapter. The results show that the student's motivation to read is influenced by a number of factors. Intrinsic factors seem to be the primary students' motivational factors in reading comprehension. This study findings, students' intrinsic motivation influenced most of the students by their own desire in reading since they have intrinsic motivation domains which is reading efficacy, reading curiosity, reading involvement, reading challenge and importance of reading in reading comprehension.

This study findings that intrinsic motivation students also had extrinsic motivation in reading comprehension. It is indicated that student intrinsic motivation students had external interest in reading comprehension. The questionnaire and interview data result showed that even though the students with

intrinsic motivation had external aspect towards reading comprehension, but not as dominant as their intrinsic motivation in reading comprehension.

5.2 Suggestions

The researcher offers several recommendations related to this investigation. Three recommendations are going to be presented. The first suggestion is for the English teachers. The second suggestion is for the students and the third suggestion is for the future researchers.

5.2.1 English Teacher

In consideration of students' enthusiasm for reading comprehension of texts which involve analytical exposition, the researcher would like to make some recommendations to English teachers. The first recommendation is that English teachers should encourage students to read. The second recommendation is that the teacher choose a text that is relevant to the subject matter creatively. The objective was to increase the student's motivation and level of interest in reading comprehension.

5.2.2 Students

Students ought to motivate themselves to succeed in reading to increase their comprehend and focus more on the lesson that has been provided by the teacher. The students need to read a lot of books for their knowledge.

5.2.3 Future Researchers

It is anticipated that this study will be helpful to other studies in the field of student motivation in reading comprehension. It may also serve as a source of inspiration or reference for researchers in the future. Future researchers can employ more instruments and participants in data collecting in their subsequent studies to support the findings in greater clarity and depth.



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