

**THAI STUDENTS' MOTIVATION IN ENGLISH READING  
TEXT (A STUDY AT UIN WALISONGO SEMARANG)**

**THESIS**

Submitted in Partial Fulfillment of the requirement  
for gaining the Degree of Bachelor of Education  
in English Language Education



by

**Miss Najwa Udsaratchakarn**

NIM 1503046128

**EDUCATION AND TEACHER TRAINING FACULTY  
UNIVERSITAS NEGERI ISLAM WALISONGO  
SEMARANG  
2020**

## THESIS STATEMENT

I am a student with the following identity:

Name : Miss Najwa Udsaratchakarn

Student Number : 1503046128

Department : English Language Education

certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included are quoted or cited in accordance with ethical standards.

Semarang, 24 April 2020

Researcher,

**Miss NajwaUdsaratchakarn**

NIM.1503046128



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387  
Semarang 50185

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Thesis with the following identity

Title : **THAI STUDENTS' MOTIVATION TOWARDS  
ENGLISH READING TEXT ( A STUDY AT UIN  
WALISONGO SEMARANG )**

Name of Student : Miss Najwa Udsaratchakarn  
Student Number : 1503046128  
Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of requirements for gaining the Bachelor Degree in English Education Department.

Semarang, April 24<sup>th</sup> 2020

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Chairperson,

Secretary,

Examiner I,

Examiner II,

Advisor I,

Advisor II,

**Nadiyah Ma' mum, M.Pd**  
NIP: 19781103 20070 12016

**Dra. Nuna Mustikawati Dewi, M.Pd**  
NIP: 1965061419920320001

## ADVISOR NOTE

Semarang, 24 April 2020

To;  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University

Assalamu'alaikum wr.wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis

Title : Thai Students' Motivation in English Reading Text ( A Study at UIN Walisongo Semarang )

Name : Miss Najwa Udsaratchakarn

Students Number : 1503046128

Department : English Language Education

Study Program : S1

I state that the thesis is ready to be submitted to the Education and Teacher Training faculty of Universitas Negeri Islam Walisongo to be examined at Munaqosyah session.

Wassalamu'alaikum wr.wb

Advisor, I

**Nadiyah Ma' mum, M.Pd**  
NIP: 197811032007012016

## ADVISOR NOTE

Semarang, 24 April 2020

To;  
The Dean of Education and Teacher Training Faculty  
Walisongo State Islamic University

Assalamu'alaikum wr.wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis

Title : Thai Students' Motivation Towards English Reading Text (A Study at UIN Walisongo Semarang)

Name : Miss Najwa Udsaratchakarn

Students Number : 1503046128

Department : English Language Education

Study Program : S1

I state that the thesis is ready to be submitted to the Education and Teacher Training faculty of Universitas Negeri Islam Walisongoto be examined at Munaqosyah session.

Wassalamu'alaikum wr.wb

Advisor, II

**Dra. Nuna Mustikawati Dewi, M.Pd**  
NIP: 1965061419920320001

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

[5] Surely, with difficulty is ease. [6] With pressure is surely ease.

( QS: Asy-Syrah verse: 5-6 )

## ABSTRACT

Title : Thai Students' Motivation in English  
Reading Text  
(A Study at UIN Walisongo Semarang)

Writer : Miss Najwa Udsaratchakarn

Students Number : 150304128

As an ideal for self-determined behavior, intrinsic motivation is considered to be more powerful than extrinsic motivation in the success of learning a language. The matching students' preferred reading materials and instructional strategies would lead to increased motivation and probably improve reading performance. That is why the researcher conducted this study. Because the research will lead the Thai students' motivation in learning English reading text. Based on the case above, this research was conducted at finding the Thai students' motivation and the factors toward learning English reading text. This research used qualitative research which is analyzed by descriptive design. The sample of this research was 25 Thai students at UIN Walisongo Semarang. After gathering the data, the researcher was analyzed all of the data by using the formula proposed by Sugiyono. The result of this research revealed that there were 3 highest of students' motivation, they are: 8.30% for reading efficacy, 7.89% for reading challenge, and 8.07% for reading work avoidance. From the result, the factors of Thai students' motivation were physical condition, teacher, and success. These factors make them interesting in doing reading an English text. Based on the data, the motivation which relate to the extrinsic motivations are: reading efficacy, competition in reading, reading challenge, and reading work avoidance. While, the intrinsic motivations are: reading curiosity, reading involvement, importance of reading, reading for grades, social reasons for reading, and compliance.

Keyword: *Motivation, Reading Skill, Thai Students*

## **DEDICATION**

Praise be to Allah SWT, the Most Gracious and the Most Merciful, this thesis is dedicated to:

1. My beloved parents ( Hajji Ahmad and Hajjah Solihah ) who always support me emotionally and materially whit pray, guide, and patience. Thank you for effort and contribution in making my education successful and run well.
2. My beloved brother and sister ( Busra, Nasreen, Naif, Naufal, and Nasran) who always inspires me and support me for reaching my dream.
3. All my friends from English Education 2015, especially class A. I will be missing you all.
4. My beloved big family keluarga mursyidin who always support me and always give me motivation.



## ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Alhamdulillahirobbil ‘alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best world to express my gratitude until this thesis could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammas SAW, the last messenger and the most beloved prophet of Allah.

The writer is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Lift Anis Ma’shumah M.Ag as the Dean of Education and Teacher Training Faculty for guidance and advice during the years of my study.
2. Sayyidatul Fadlilah, M.Pd and Dra. Nuna Mustikawati Dewi, M.Pd, as the Head and Secretary of English Language Education Department for Guidance and advice during the years of my study.
3. Mrs. Nadiah Ma’mun, M. Pd, And Dra. Nuna Mustikawati Dewi, M. Pd, are the advisor, for providing their valuable guidance.
4. All of my lecture of English Language Education Department of Walisongo State Islamic University Semarang, who have given insight and experience during my study.

5. My beloved mother (Ibu Hajjah. Solihah) who always keeps me on her prayer teaches me how to understand others, how to be a sincere person and hoe to keep thinking positively. My beloved father (Bapak Haji.Ahmad ) who never exhausted to work hard for his family. My beloved sibling who always entertain and accompany me from distance.
6. My beloved friends from Thailand, Miss Wilasinee Ma' Miss Nasreen Chewae, and Miss Faesah Pochi' who always give support and accompany me every time.
7. The squad of Keluarga "Bu Dendy" especially, Dian Pratiwi, Refita, Utami, Izzah Fallasifa, Alifa, Adam, Ahmad Mubarak, and Fikree who always support me and give spirit for.
8. My beloved friends of English Education A 2015, Who Always accompany me every moments in the campus, keep solidarity, and friendship.
9. The squad of Putri PATANI, thank you for caring and loving me and always accompany my life in my beloved boardinghouse.

Finally, I realize that this thesis is still far from the being perfect. Therefore, I will happily accept constructive in order to make it better. I hope that this thesis would be beneficial to everyone, Amiin.

Semarang, April 2020  
The Researcher

Miss Najwa Udsaratchakarn  
NIM 1503046128

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is an international language in every part of people's lives in the world. Science, news, theory, philosophy, and many others can be learned from other countries which mostly are written in English. In order to understand them, being able to read in English becomes an essential thing for everyone to enrich his or her knowledge. This idea is supported by the fact that reading has become a part of our daily life. We read many kinds of written materials from newspaper, magazine, academic books using English.

Reading is very important for us, because by reading we can enlarge and improve our knowledge. Allah SWT suggested on the holy Al-Qur'an in Surah Al - 'Alaq 1-5:7

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)  
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

*Meaning: "Read: In the name of thy Lord who createth,  
Createth man from a clot. Read: And thy Lord is the Most*

*Bounteous, Who teacheth by the pen, Teaches man that which he knew not". (Al-'Alaq 1-5)<sup>1</sup>*

The verse above means that to get more expression or getting more information, it make the students can be more active and creative for developing their knowledge, because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning.

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.<sup>2</sup> knowledge, and also main reason of why students learn reading is one of the most important skills in learning language apart from listening, speaking, and writing. Moreover, reading in one of the skills that every student should master in learning English. The student should be able to read the subject and get information language from the reading. Reading is also one of the ways to get information. Through reading, we can enlarge our knowledge.

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<sup>1</sup> Yusuf Ali, *The Meaning of The Holy Qur'an*.

<sup>2</sup> Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004).

Reading is one of the receptive skills which becomes the necessary skill in written communication and this is the main motivation for learners. In reading students are expected to understand the text and get some information from the writer's thought. In fact, most of them have a problem in reading, even though they read the passage, but they are still difficult to know that it is about.

Therefore, in order to become a mature and effective reader that can understand and grasp the reading content, students must have the skill and the will. The will to read, or later will be mentioned as motivation, will engage and engross in their reading. Motivation, as a subjective factor, always affects students learning behavior. Lacking in desire or favorable attitudes, namely lacking in motivation, is one of the most important factor that progress in reading class.

Most language teacher will agree that motivation of students is one of the most important factors influencing their success or failure in language learning. Motivation for leaning is thought to be one of the most critical determinants of the success and quality of any learning outcome motivation to read and reading ability are synergistic, mutually reinforcing phenomena.

Based on the definition above, the researcher can conclude that reading is a skill that presents the author's idea. In reading,



the reader must have a good interaction with the text in order to get the meaning of the text.<sup>3</sup>

According to Iser, "reading is not simply a text-based activity, but an interactive (trans active process) in which reader and the text both contribute to the meaning that evolves"<sup>4</sup> Based on the explanation, reading is not easy activity, reading must always be a meaning getting process and connect what the information words has the author written, the teacher can quite students in reading and get the main idea in passage they are reading.

English in Thailand has been taught as a foreign language (EFL) because Thai people do not use English as an official language and most of English class are using Thai language as a medium of instruction. It causes teaching and learning English in Thailand is not satisfactory. Related to this, Thai students are weak in English reading comprehension. The majority of the students' in Patani province have to learn four languages such as Thai, Malay, Arabic, and English.

Among all these languages they believe that English is less important for them because they do not use in their daily

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<sup>3</sup> Kim, K. J. Reading motivation in two languages: An examination of EFL college students in Korea. Reading and Writing, 2011.

<sup>4</sup> Flippo, and Rona F, *Handbook of College Reading and Study Strategy Research*, (London: Lawrence Erlbaum Associates, Inc,2000).

life. They study English just to the pass examination. Therefore, Thai students' think reading an English lesson is too hard and boring for them. Based on the observation I conducted that they have low motivation, and lack of vocabularies in study English. In learning English as a foreign language, where learners are separated logistically and psychologically from the target culture, motivation plays a critical role and it is one of the main determining factors in a second/foreign language learning achievement. Motivation is defined as some kind of internal drive that push someone to do things to achieve something and to achieve success, someone needs to be motivated.<sup>5</sup>

Motivation is distinguished into different kinds, such as integrative and instrumental, intrinsic and extrinsic, global, situational and task. However, the most widely cited distinction of motivation is between intrinsic and extrinsic motivation. In the field of language learning, motivation is sometimes distinguished from orientation. As an ideal for self-determined behavior, intrinsic motivation is considered to be more powerful than extrinsic motivation the success of learning a language,

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<sup>5</sup> Huei-yu, J., & John, T. Modeling the Effects of Intrinsic Motivation, Extrinsic Motivation, Amount of Reading, and Past Reading, 2004.

however, most of the learning activities which the language learners do are initiated and driven by extrinsic motivation.<sup>6</sup>

The problem on low level of reading motivation is a universal problem. Albriht, & Deleny (2007) tried to assess the adolescents' motivation to read and the cause of a decline through a descriptive survey method. Findings revealed that students' motivation to read decline because of the mismatch between what they are asked to read and their preferences. With this, the study concluded that matching students' preferred reading materials and instructional strategies would lead to increased motivation and probably improve reading performance. They recommended that teachers must be sensitive to students' purposes and interests.

Referring to the description above, the researcher is interested in conducting a Thai students' reading motivation towards English text. The study will be conducted to improve their reading comprehension. The researcher will conduct this study at UIN Walisongo.

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<sup>6</sup> Kitjaroonchai, N., & Kitjaroonchai, T. Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University. Catalyst: 2012.

## **B. Reason for Choosing the Topic**

The researcher has some goals to accomplish this research, they are:

1. They believe that English is less important for them, because they do not use in their daily life.
2. Thai students' think that reading English lesson is too hard and boring for them, have low motivation. Besides, Thai students' have limited vocabulary in study English. That is why the researcher conducted this study to describe more what the factors about.

## **C. Research Question**

The research questions are as follow:

1. How is Thai students' motivation towardIn learning English reading text?
2. What are the factors that influencing Thai students' toward learning English reading text?

## **D. Objective of the Study**

Based on the research questions above, this research has two objectives of the study, they are:

1. To find out the Thai students' motivation in learning English reading text.

2. To find out the factors that influence Thai students' learning English reading text.

### **E. Limitation of the problem**

The writer limited the research on the survey of Thai students' motivation and the factors that influence Thai students' learning English reading text.

### **F. Significance of Study**

The result of this study gives some positive contribution to the English learning context and may be beneficial for the researcher, students, and the other researcher.

1. Theoretically
  - a. The result of this study will be used to explain the Thai students' motivation in learning English reading text.
  - b. The result of this study can make the Thai students' easier in understanding their motivation in learning English reading text.

2. Practically

The result of this study will be suggested to be able to widen the students' motivation in English reading text

## CHAPTER II

### THEORETICAL REVIEW

#### A. Previous Research

Many researches told about Thai students' motivation on reading English texts. Here, the researcher took three previous studies, the researcher analyzes the previous studies to get some representations for her research.

Lin, Wong, & McBride-Chang (2012) wrote a research entitled *Reading motivation and reading comprehension in Chinese and English among bilingual students*.<sup>7</sup> This study was conducted to find out Chinese students' motivation in English reading comprehension. The study was used qualitative research. The results are reported in two main sections. First, to examine how well our measures reflect their intended constructs and their equivalence across languages, confirmatory factor analyses of the Adapted Motivation for Reading Questionnaire both for English and Chinese were first conducted, and the relations among different dimensions are presented below as well. Second, the results of the relations between motivational dimensions and reading comprehension both in Chinese and

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<sup>7</sup> Lin, D., Wong, K. K., & McBride-Chang, C. Reading motivation and reading comprehension in Chinese and English among bilingual students. *Reading and Writing*, May, 2012.

English are overviewed. My study differed from this previous study: (1) in this previous research using a questionnaire based on the Motivation for Reading Questionnaire (MRQ) by Baker & Wigfield (1999), which was originally designed for measuring L1 reading motivation and has subsequently been used for measuring L2 reading motivations, a 50-item questionnaire assessing the eight dimensions of reading motivations described earlier was administered; (2) my study using the questionnaire for analyze Thai students' motivation in reading. Which is the questionnaire was consisted of 50 questions and it is based on 11 indicators. While, the similarity is both of those study was studied students' motivation English reading.

Secondly, Khairuddin (2013) wrote a research entitled *A study of Students' Reading interests in a Second Language*<sup>8</sup>. The purposes of this study were to identify students' reading interests in reading second language materials and to examine the differences in students' reading interests based on genders. The study employed the quantitative research which the data were analyzed as well as presented in the form of frequency, means, standard deviation and independent t-test. The result

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<sup>8</sup> Zurina Khairuddin, Study of Students' Reading Interests in Second language, *International Education Studies*, Vol. 6, No. 11. 2013.

showed that students have relatively low interests in reading English materials and that there is a significant difference between male and female students. The different with this study is the study focus on the students' reading interests in a second language based on genders. While, the similarities with this study were the researchers also conducted in second language learners and students' reading motivation in English.

Thirdly, Badariah, Noor, Yah, & Adeena (2011) wrote a research entitled *The Reading Motivation and reading Strategies Used by Undergraduates in University Teknologi*.<sup>9</sup> The study aims at finding the connection between reading motivation and reading strategy, to discover the differences male and female students' reading motivation and reading strategy and the relationship between variables and family's income. The study was used quantitative research. The results indicated the undergraduates' motivation to read had an influence on the use of the reading strategy. Though female students had higher reading motivation compared to male students, both groups only use the cognitive reading strategy. The differences with this study were the study have more than three subjects of research, while this study only focused on students' motivation on English

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<sup>9</sup> Badariah, Noor, Yah, & Adeena, *The Reading Motivation and Reading Strategies Used by Undergraduates in University Teknologi*, *Journal of Language Teaching and Reseach*, Vol. 2 No. 1, 2011.



reading text. Then, the similarity is both of those study was conducted on students' motivation.

## **B. Literature Review**

To make an accurate and good result of the research, the researcher has to know all about the material related to her research. In this research, the researcher will examine one of the techniques in teaching writing of recount text. Then, she will talk about the writing of recount text include the definition of word webbing technique, the concept of writing, and recount text.

### **1. The Concept of Text**

A text is very important in our life. We need texts to communicate with others. When we speak or write something, we have made a text. Text is a means of transferring message to the readers or listeners. Text is an arrangement of systematically words in a good diction, without ignore the rule of coherence and cohesive. Text is any stretch of language which is held together cohesively through meaning. In addition, Holliday and R. Hasan mention that text is meant any connected stretch of language that is doing job in some contexts. From the explanation above, any instance of living language that is playing some parts in context

of situation we shall call a text. It may be either spoken or written. Based on the participant there are spoken and written texts. Spoken refers to language interaction, including a conversation orally between two persons or more which their text has a purpose and the written text refers to language text, including abstract reflection on causes and effects of distance events.

## **2. The Concept of Reading**

### **a. Definition of Reading**

Reading is the information from the text, either in the form of text or from a picture or diagram, or a combination of it all. Reading is also a skill to know, see and understand the contents of what they read. That is, after reading something, the reader already knows the information obtained from what he has read. One important point of reading is to understand the communication between writer and reader.

Reading is very important and helpful to us, not just in English class, but other subjects, such as mathematics, Indonesian, biology, economics and others also we need literacy skills to add to our knowledge of the material that we learned. Because reading, we can access a lot of information. Considering

in the importance of reading to our lives as human being. Allah SWT. Says in the Qur'an surah Al-Alaq, verse 1-5 as follows:

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)  
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

*Meaning: "Read: In the name of thy Lord who createth, Createth man from a clot. Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not". ( Al-Alaq 1-5)*

Reading is an active process that depends on both an author ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the information to the words the author has written.<sup>10</sup>

According to Iser, "reading is not simply a text-based activity, but an interactive (transactive process) in which reader and the text both contribute to the meaning that evolves"<sup>11</sup>

Based on the explanation above, reading is not easy activity, reading must always be a meaning getting process and connect what the information words has the author written, the

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<sup>10</sup> Deborah Daiek, *Critical Reading for College and Beyond*, (New York: McGraw Hill, 2004).

<sup>11</sup> Flippo, and Rona F, *Handbook of College Reading and Study Strategy Research*, (London: Lawrence Erlbaum Associates, Inc, 2000).

teacher can quite students in reading and get the main idea in passage they are reading In addition, Korels says that reading is only incidentally visual in which more information is contributed by the readers than by the print on the page, and they understand what they read, because they are able to take stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories.<sup>12</sup>

Based on the explanation above, reading is process of readers combining information from text and should be master by every student if they want to comprehend the text entirely.

### **3. The Concept of Motivation**

#### a. The definiton of motivation

Motivation is often used to refer to the cause or the why of behavior. Motivation is not such a thing that we can see and touch, but we can see the effect from someone's action. It must be treated as a concept because it cannot be observed directly.<sup>13</sup> Motivation is inferred from antecedent conditions and consequent response.

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<sup>12</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graham Ilmu, 2008).

<sup>13</sup> Arno F. Wittig, *Schaum's Outline of Theory and Problems of Psychology of Learning*, (Mc Graw-Hill Book Company).

Motivation is part of the closely related emotions with success. It can make us feel satisfaction or even greater than the success itself. Motivation have tremendous power in one's life. Motivation is to complete all of the driving impulses in humans that is causes an individual to do something. Motivation is also considered as intention.

Someone who intends to do something means that he/she is in a condition of motivation.

Every action that people do is based on a motivation. People eat because they are hungry, they walk because they have a place to go, people talk because they have an idea to express, people study because they want master something, etc. Motivation of each person is different but the same thing we can understand is this motivation makes them move and live. A person who has no purpose is same as no living.

#### b. Purpose of motivation

Motivation is the drive, energy and impulse to act. When you say that you that you are motivated, it simply means that you are bubbling with the energy to do whatever it is that you want to do.

Motivation itself is not an emotion but is purpose of all emotions, meaning that all emotions serve to motivate us to

perform some kind of action. All emotion gives us energy so that we can act and the willingness to act is motivation.

Motivation has an important role in to success and failure in learning a second language. Motivate students are likely to learn more learn more quickly than student who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the country, student who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. The purpose of motivation as following:

- (1) To move encourage means to give power to the individual, lead one to action a certain way.
- (2) Directing or channeling behavior thereby proving an organization the purpose of individual's behavior is directed towards something.
- (3) To maintain or sustain behavior.

#### c. Factor of motivation

Four factors that can be dangerous to the learner's motivation. According to Harmer, are the following:<sup>14</sup>

- (1) *Physical* condition which means the atmosphere in class. For example: if student have to study in the bad

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<sup>14</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001).

lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation in learning will be lowered.

- (2) *Method of teaching* which refer to the way that way students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said "*if the student in method, they will become demotivated*"
- (3) *The teacher* as the most powerful variable of motivation and demotivation, can become a major part in demotivating the learners.
- (4) *Success* refer to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivate situation in learning. As Harmer pointed out to give high challenge activity may have a negative effect on motivation. Students can also equally be demotivation by to low level of challenge.

In summary, those four factors of motivation are clearly segregate and can be powerful in influencing language

learning. In identifying learning motivation of any students' group, we can aim toward those four factors of motivation.

d. Function of Motivation

In the process of learning it is necessary to motivation. Motivation is an essential condition of leaning. Learning becomes will be optimal, if there is motivation the more appropriate given the motivation, the more successful will also be teaching it. So motivation will always determine the intensity of the effort of learning students. It should be emphasized, that the motivation coincides with a purpose.

Motivation to learn is considered important in the teaching and learning process terms of function and value or benefits. The suggests that the motivation to learn and encourage behavior affect and change the behavior of student<sup>15</sup>.

Three are some functions of motivation, they are as follow:

- (1) Encourage the emergence of behavior or action. Without motivation there would not have an act. The motivation in this case is the motor of each activity to be undertaken.
- (2) Motivation function as the referrer. This mean that direct motivation to achieve the desired change. Thus, motivation

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<sup>15</sup> Ratanawalee wimolmos, A survey study of motivation in English Language learning of first year undergraduate student at sirinthorn International Institute of teachnology University of (SIIT) thammasat University.



can provide direction and activities that must be done in accordance with the formulation of the goal.

- (3) Motivation function as a driver, this mean moving the person's behavior. In addition, the motivation to learn to function as business drivers and achievements.

With the consideration of those function of motivation. It would be noteworthy to investigate whether any existing students' processes toward the function of motivation. As function motivation is know to relatively better support language learning. It should be encouraged or enhanced.

#### e. Types of Motivation

Generally, motivation can be divided into two types, Intrinsic motivation and Extrinsic motivation.

##### (1) Intrinsic Motivation

Motivation comes from a person's own stimulated from the outside. Intrinsic motivation is motivation which arise and grow with the road coming from the individuals themselves. Meanwhile, intrinsic motivation is motives become active and function do not need to be stimulated from the outside because the individual had no urge to do something. In other words, individuals are encouraged to behave towards the destination without any external driving factors.

Based on the opinion of the above can be said intrinsic motivation is the motivation which covered in a learning situation that comes from the needs and goals of the student's own or in other words, intrinsic motivation does not need stimulation from the outside but comes from the students themselves.

Students who are intrinsically motivation motivated can be seen from the activities determined in the tasks of the learning as it takes and want to achieve the goal of real learning. In other words, intrinsic motivation in terms of purpose of the activities carried out are want to achieve the objectives contained in the deed itself. Students which have demonstrated the involvement of intrinsic motivation and high activity in the study.

Motivation within a basic desire that drives individuals achieve various self-fulfilling all requirements. To meet the basic needs of students, teachers utilize impulse is natural curiosity of students by way of presenting the material which suitable and meaningful for student.

Basically the student learn is driven by his own desire then the student can in dependently determine the purpose that can be achieved and activities to be done to achieve the learning objectives. Intrinsic motivation because someone has driven curiosity, achieve the goal to increase knowledge.

In other words, intrinsic motivation rooted in containing mandatory requirement to be educated and knowledge able people, intrinsic motivation arises from self-consciousness, not because they want to get praise or reward.

## (2) Extrinsic motivation

Extrinsic motivation is different from intrinsic motivation because in this motivation desire in students to learn is strongly influenced by the presence of impulse or external stimuli. Encouragement from the outside can be compliment, reproach, gifts, punishment and reprimands from teachers.

Extrinsic motivation is factor which comes from outside the individual<sup>31</sup> but to give effect to the will to learn, such as: praise, regular, order, exemplary from the teachers, parents, and so forth. It is the impulse that comes from outside the individuals that comes from outside the individual. Motivation is extrinsic “motives which active and functioning because presence of the stimulation or encouragement from the outside.

The most important part of the motivation is not the purpose of learning to know something but want to get good value, so as to get the prize. The definition show that the extrinsic motivation is motivation that arises because of the encouragement from outside individuals which are not absolutely

related to learning activities. So, students will learn if there is a push from the outside as if to get a good value, and other gifts and not due solely want to know something. Motivation extrinsic motivation does not mean which is not necessary and not good in education.

Extrinsic motivation is needed to make students want to learn. Various way can be done so that students are motivated to learn. Extrinsic motivation is also needed in leaning activities because not all students have strong motivation from within themselves to learn.

Teachers play an important role in order to foster extrinsic motivation. Extrinsic motivation should be tailored to the needs of the students, because if students are given excessive extrinsic motivation then existing intrinsic motivation in students will be lost. Extrinsic motivation can raise intrinsic motivation, extrinsic motivation that is needed in learning.

f. Motivation on Leaning reading Texts

Reading motivation is a complex construct since there are two aspects of reading motivation that are based on different reasons or goals that give rise to an action namely intrinsic and extrinsic motivation. According to Ryan and Deci (2000: 16), intrinsic motivation refers to engagement in an activity that is based on

personal interest in the activity itself.<sup>16</sup> Reader who are intrinsically motivated are more likely to find a variety of topics that interest them and to benefit from an accompanying sense of pleasure. Studies have linked intrinsic reading motivation to :

- (1) Greater reading frequency and greater breadth of reading.
- (2) Greater reading
- (3) Greater retention of key information.
- (4) Greater persistence in coping difficulties, mastering the required skills and becoming determined in reading tasks

The several aspects of intrinsic motivation predict breadth of reading and reading comprehension: importance, curiosity, involvement and challenge

#### **4. Reading Comprehension**

Heilman stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.<sup>17</sup>

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<sup>16</sup> Ryan, R. M., & Deci, E. L. *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*, 2000.

<sup>17</sup> Arthur W. Heilman, *Principle and Practice of Teaching Reading*, fifth edition. (Ohio: Merrill, 1981).

Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.<sup>18</sup>

From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

According to Zimmermann and Hutchins in Moreillon, reading comprehension is a tool that good readers use to solve the comprehension problems they encounter in texts. They also identify seven reading comprehension strategies: activating or building background knowledge, using sensory images, questioning, making predictions and inferences, determining main ideas, using fix-up options, and synthesizing. It seems quite complex for the students in order to solve such comprehension problems.<sup>19</sup>

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<sup>18</sup> Wayne Otto, *How To Teach Reading*, (Philippines; Addison-Wesley Publishing Company 1979).

<sup>19</sup> Moreillon, J. *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact.*, (Chicago: ALA Editions, 2007).

Having got the strategies is still insufficient when we cannot grasp the process. offers more specific strategies in reading and explains them in sequence so the process can be clearly seen. Some of them are:

- a) Identify the purpose in reading
- b) Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
- c) Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced level)
- d) Skim the text for main ideas
- e) Scan the text for specific information
- f) Use semantic mapping or clustering
- g) Guess when you are not certain
- h) Analyze vocabulary
- i) Distinguish between literal and implied meanings and
- j) Capitalize on discourse markers to process relationship.<sup>20</sup>

In line with Zimmermann and Hutchins, Snow (2002) views reading comprehension as a meaning getting process, therefore it needs an understanding. The readers use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading

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<sup>20</sup> Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, Inc., 2001)

comprehension. Considering Snow's, it can be seen that comprehending a text means getting meaning from the text. The readers try to extract the main points of the text and emphasize which things are important and not from the text.

Getting meaning from the text is not as simple as it said. Readers often had difficulties in finding unstated clues or implied meanings. Main factors which affect their endurance in overcoming the difficulties are their motivation and awareness, and their life experience as background knowledge. Therefore, in maximizing the outcomes, they should be in a proper level of anxiety, and be provided with the proper content of the texts.

To put the whole things above in a nut shell, we can say that comprehension is the main point in reading. Yet, from Zimmermann and Hutchins', comprehending text is nearly impossible for students who lack of motivation

## **5. Component of Motivation on English Reading Comprehension**

Reading motivation is usually explained from an educational psychology perspective rather than a language learning perspective, and primarily involves concepts and processes drawn from motivation theories (Guthrie & Wigfield, 2000) , the concept of reading motivation has eleven underlying



components or factors: (1) efficacy, (2) challenge, (3) curiosity, (4) reading involvement, (5) importance, (6) recognition, (7) grades, (8) social, (9) competition, (10) compliance, and (11) reading work avoidance<sup>21</sup>.

A later framework proposes eight factors, under two major motivational components, intrinsic and extrinsic motivation (Wang & Guthrie, 2004). Wang and Guthrie (2004) suggest that intrinsic motivation comprises three underlying factors: curiosity (wanting to read on a specific topic due to interest); involvement (experiencing pleasure from reading); and challenge (gaining satisfaction from deciphering complex ideas). Extrinsic motivation, on the other hand, has five underlying factors: competition (wanting to outdo others in the activity of reading); compliance (wanting to adhere to rules and instructions given), recognition for reading (wanting to receive recognition and gratification for success in reading), grades (expecting good academic evaluations for reading) and social (wanting to share readings with one's social network). The well-established Motivation for Reading Questionnaire (MRQ) (Wigfield & Guthrie, 1997).

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<sup>21</sup> Tahir juhan khan, Azlina murad sani, sarimah shaik-Abdullah, motivation to read in second language: A Review of literature, Malaysia, Vol.2 No.4, 2017.

a. Reading Efficacy

Self-efficacy refers to beliefs a person has about his or her capabilities to learn or perform behaviors at designated levels. Central to the process of developing and maintaining self-efficacy is self-evaluation of capabilities and progress in skill acquisition. Positive self-evaluations lead students to feel efficacious about learning and motivate them to continue to work diligently.

b. Reading Challenge

Reading challenge is based in the idea that a reader can get contentment from dominate complex ideas presented in text. Success at a challenge task can lead to an increase in self-efficacy. Nevertheless, being asked to perform task that are viewed as very difficult can lead to lower expectation of success and lower level of self-efficacy. Thus, the heightened level of challenge reading present to deaf children could lead to decreases in reading motivation and self-efficacy belief.

c. Reading Curiosity

Curiosity is defined as the desire to read about a particular topic of interest to child, and also is closely

relate to the literature on reading interest mention earlier. (e.g.: Renninger et al.)

d. Reading Involvement

Involvement as students' sense of immersion or absorption during reading and the investment of many hours reading books and materials. Involvement is related to interest and other internal aspects of motivation, but can be distinguished from interest because it refers more to experiential aspects of reading and time spent reading. As shown by indicators of involvement such as print exposure and student self-reports of reading volume, students' reading involvement is stable over time and is correlated with achievement.

e. Important of Reading

Important of reading is dimension taken from Wigfield and Eccles' (1992) Work on subject task values.

f. Recognition Reading

Recognition is the pleasure in receiving a tangible from recognition for success in reading.

g. Reading for Grades

Reading for grades is the desire to be favorably evaluated by the teacher.

h. Social Reading for reading

Social reason for reading, or the process of construction and sharing the meaning gained from reading with friends and family.

i. Competition in Reading

Competition, the desire to outperform other reading.

j. Compliance

Compliance or reading to meet the expectation of other.

k. Reading Work Avoidance

Work Avoidance is related to students' dislike of aspects of the reading task and avoidance of the task. Avoidance of reading leads to fewer opportunities to increased potential for a cycle of failure avoidance in deaf children learning.

It is widely accepted that motivation has played important part in learning language. Thus, it is without question that motivation is known to be an influential and contributing factor in driving ones to learn the language.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

This research is classified into descriptive qualitative research. Qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects e.g. behavior, perception, motivation, action.<sup>22</sup> Holistically and with a form of words in the specific context in which the natural and utilize natural methods”. That only has one variable. Qualitative research is exciting and important. It is a highly rewarding activity because it engages us with things that matter, in ways that matter. Through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.

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<sup>22</sup> Moleong, Lexy. *Metodologi Penelitian Kualitatif Edisi Revisi*. (Bandung: PT Remaja Rosdakarya, 2007).

## **B. Time and Place of the Study**

The research was conducted at UIN Walisongo Semarang on 10<sup>th</sup> January until 5<sup>th</sup> February 2020. The research gave questionnaire to 25 Thai students related to the motivation in English reading text.

## **C. Subject of the study**

According to Sugiyono, the population is a generalization that composed of the subject/object that has certain qualities and characteristic of the applied researcher to learn then be concluded.<sup>23</sup>

Sample is several population that is selected through a particular procedure. Wiersma (1987:247) said that sample is a subset of the population to which the researcher intends to generalize the result. The total of the subject in this study is 27 Thai students' which is spread in some of the program study such as English Education, Islamic Education, Islamic Family Law, *Dakwah dan Kumonikasi* and political Science, because they were less motivation in English reading texts. So, this study will be explained what the factors do influence to the students.

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<sup>23</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008).

So, the result will be used by the students to understand their need in English reading texts.

#### **D. Variables and Indicators**

Data sources in this research were the informants (the person who gave the information, resources, data sources) or referred to the subject under study took important role since they were not only as a source of data, but also the actors who determined the success of a study based on the information provided. The participants were the Thai students of UIN Walisongo Semarang. Simple random sampling technique was utilized when selecting the sample for this research.

In this research there are three types of variables there are two independent variables and one dependent variable as follow:

1) Independent Variable (x)

The independent variable (stimulus) is a variable that influences or causes a change or the emergence of a dependent variable.<sup>24</sup> The first independent variable this research is the use of *word webbing technique* variable (X) and the indicators are:

- a) Students identify their motivation in English reading text

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<sup>24</sup> Sugiyono,

- b) Students establish to learn the motivation in English reading text

2) Dependent Variable (y)

The dependent variable is a variable that is influenced or becomes a result of, because of the independent variable.<sup>25</sup> The dependent variable in this research is students writing recount text, variable (Y).

- a) Students are able to identify the factors do influence their motivation in English reading text
- b) Students are able to understand each factors do influence on themselves

**E. Data Collection Technique**

In this research, the data took by visiting the sample and the researcher distributed the questionnaire that consists of 25 items. The English students are answers the questionnaire about reading motivation. They are asked to answer the question honestly and complete it on their own. The researcher is available to answer any questions that might need about the words of the items. The students are given 15-30 minutes to read and answer the questions.

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<sup>25</sup> Sugiyono,



## F. Data Analysis Technique

In analyzing data, the researcher used a scale of a questionnaire of the Thai students' motivation on English reading comprehension of Thai students. The researcher used the formula to determine the percentage of the response (Sudiyono,2004) the formulas follow:

$$P = \frac{F}{N} \times 100$$

Note: P = Percentage of items

F = The frequency (number of students fulfilling the questionnaire)

N = Total number of respondent

To categorize the level of the student's score can be calculated by using classification as the following:

**Table 3.2**  
**Reading Motivation scales**

No	Range Score	Classification
1	81-100	Highest Motivation Level
2	61-80	High Motivation Level
3	41-60	Average Motivation Level
4	21-40	Low Motivation Level
5	Up-20	Lowest Motivation Level

Source: (Pradeep)

### G. Instrument of the Research

The instrument of this research is questionnaires . The purpose of the questionnaire is to collect qualitative data that would provide information about Thai students' motivation for English reading comprehension. The questionnaire consisted of 50 questions and it is based on 11 indicators.

**Table 3.1**  
**Indicators of Questionnaire**

No	Indicators	Item	The Description of Indicators
1	Reading Efficacy	2	Belief that one can be successful at reading
2	Reading Challenge	2	Willingness to take on difficult reading material
3	Reading Work Avoidance	2	Desire to avoid reading activity
4	Reading Involvement	3	Enjoyment receive from reading
5	Importance of Reading	2	Value placed on reading
6	Reading Curiosity	2	Desire to read topics of interest
7	Recognition for reading	3	Pleasure of receiving a tangible from recognition for success in reading
8	Reading for Grades	1	Desire for positive school evaluations by teacher
9	Competition in reading	3	Desire to outperform others in reading
10	Social Reasons for Reading	2	Sharing meaning gained from reading with others
11	Compliance	3	Reading to meet other's expectation

Source: (Wigfield, Guthrie& McGough:1996

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Findings**

##### **1. The Thai students' motivation toward learning English reading text**

In this study, the researcher used the Motivation Reading Questionnaire to analyze the students' reading motivation. The questionnaire of motivation was administered by the researcher. Then, it was given to the twenty-eight of Thai students of UIN Walisongo Semarang. The students were answered 25 questions about their reading activities.

Each item in the questionnaire were categorized into respective categories and dimensions. The categories fall into (1) competence and efficacy beliefs with the dimensions of self-efficacy, challenge, and work avoidance, (2) goals for reading including the dimensions of curiosity, involvement, importance, recognition, grades, and competition, (3) social purpose for reading with the dimensions of social and compliance. The following table described the percentage of each item of motivation.

Table 4.1

The Scores of Thai Students' Motivation in English Reading  
Text

No.	Classification	Frequency	Percentage
1	Reading Efficacy	140	8.30%
2	Reading Challenge	133	7.89%
3	Reading work avoidance	136	8.07%
4	Reading curiosity	132	7.83%
5	Reading Involvement	201	11.92%
6	Importance of Reading	144	8.54%
7	Competition for Reading	199	11.81%
8	Recognition for Reading	206	12.22%
9	Reading for Grades	66	3.91%
10	Social Reasons for Reading	135	8.01%
11	Compliance	193	11.45%
Total		1685	100%

Based on the scores above, Thai students' got the highest scores was *Recognition for Reading* 206 scores. It means recognition for reading is Thai students like to get compliments for their reading and like hearing the teacher say they read well, they feel happy when someone tells you are the reader. Follow by *Reading work Avoidance* got 136 and *Reading Curiosity* got

132. It means, in reading work avoidance for Thai students didn't like to read something when it makes them confused and then reading curiosity was the Thai students like to read new thing about an interesting topic although, sometime they lose trace of time for reading.

Furthermore, the tabulation of each item was converted into percentages and presented into charts. The frequency represented the distribution of scales the students answered in the questionnaire as follows.

Table 4.2

The Distribution of Frequency of Questionnaire Scale

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	10	1.42
A little different from me	370	52.85
A little like me	286	40.85
A lot like me	4	0.57
Total	700	100

The distribution of the frequency in each category gave the insights of the major outline in reading motivation. The categories include competence and self-efficacy beliefs, goals for reading, and the social purposes of reading. The data obtained from a questionnaire is categorized into eleven aspects to answer the research questions:

**a) Reading Efficacy**

The questionnaire about reading efficacy is question number 1 and 2. In the questions included students' behaviors in reading and the environment. The result of the students' answer is shown in the table below.

Table 4.3

The Distribution of the Frequency in Reading Efficacy

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	1	1.78
A little different from me	26	46.42
A little like me	29	51.78
A lot like me	-	-
Total	56	100

The reading efficacy showed that the majority of the students had the highest score on “a little like me” with 29 points or 51.78%, following by “a little different from me” 26 points with or 46.42%. It could be concluded that the students had a low to moderate level of confidence that they were doing well with reading. The lack of competence while reading indeed made the students feel reluctant to read. Hence, the desire to read and understand more might hindrance them to be better and active readers.

### **b) Reading Challenge**

The questionnaire about reading challenge is question number 3 and 4. The questions related to student's satisfaction of mastering or assimilating complex ideas in text. The result of the students' answer is shown in the table below.

Table 4.4

The Distribution of the Frequency in Reading Challenge

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	-	-
A little different from me	35	62.5
A little like me	21	37.5
A lot like me	-	-
Total	56	100

As for the next dimension challenge, 62.5% of the samples said that they are not willing to read difficult reading materials. Besides, there are 37.5% of students agreed that they would not take on reading difficult materials. Thus, it can be concluded that the majority of the samples have the willingness to try and read texts or reading activities that are challenging to them.

### **c) Reading Work Avoidance**

The questionnaire about reading work avoidance is question number 5 and 6. The table display the responses for

influence behavior in an achievement setting. The result of the student answer is shown in the table below.

Table 4.5

The Distribution of the Frequency in Reading Work Avoidance

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	-	-
A little different from me	33	58.92
A little like me	23	41.07
A lot like me	-	-
Total	56	100

The work avoidance dimension revealed that 58.92% of the samples with 33 points disagreed that they would avoid reading activities if the words or vocabulary and the stories are difficult. Hence, when the students lack a sense of self-efficacy, they are not likely to avoid challenging reading activities.

#### **d) Reading Curiosity**

The questionnaire about reading curiosity is question number 7 and 8. The questions included about student's internal motivation to know a text and find information reading for pleasure. The result of the students' answer is shown in the table below.



Table 4.6

The Distribution of the Frequency in Reading Curiosity

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	2	3.57
A little different from me	34	60.71
A little like me	18	32.14
A lot like me	2	3.57
Total	56	100

The curiosity dimension which refers to the desire to read about a particular topic of interest, a majority of 32.14% of the samples agreed that curiosity is the drive that makes them want to read while on the other end, 60.71% of the total samples stated that curiosity would not make them want to read. From the moderately high percentage score, it clearly shows that the samples' curiosity does not motivate them strongly to read.

**e) Reading Involvement**

The questionnaire about reading involvement is question number 9, 10, and 11. The questions related to the enjoyment involved with reading different kinds of texts and feeling of engagement with the texts. The result of the students' answer is shown in the table.

Table 4.7

The Distribution of the Frequency in Reading Involvement

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	-	-
A little different from me	51	60.71
A little like me	33	39.28
A lot like me	-	-
Total	84	100

On the aspect of involvement in reading which means the enjoyment that the reader will experience when they read certain kinds of literary texts or materials, it showed that 39.28% of the samples stated that it was “a little like me” as they are involved and they enjoy their reading. However, the biggest percentage of 60.71% of the respondents agreed that it was not likely that they had involvement and enjoyment when reading.

**f) Importance of Reading**

The questionnaire about the importance of reading is question number 12 and 13. The questions included about individual’s valuing of different tasks or activities. The result of the students’ answer is shown in the table below.

Table 4.8

The Distribution of the Frequency in Importance of Reading

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	-	-
A little different from me	25	44.64
A little like me	30	53.57
A lot like me	1	1.78
Total	56	100

Most of the respondents have a quite strong feeling about the importance of reading and most of the samples that is 53.57% agreed that reading is important and a small percentage of the samples with 1 points or 1.78% stated that it is very strong from them to diss on the importance of reading.

**g) Competition in Reading**

The questionnaire about competition in reading is question number 14, 15, and 16. The questions concerned with the student's attempt to outperform others in reading to be better than others. The result of the students' answer is shown in the table below.

Table 4.9

The Distribution of the Frequency in Competition in Reading

Scale	Frequency	Percentage (%)
Very different from me	2	2.38
A little different from me	51	60.71
A little like me	30	35.71
A lot like me	1	1.19
Total	84	100

Another important dimension in reading motivation is competition which is the desire to outperform others in reading. Nonetheless, more than half of the respondents, that is 60.71% disagreed that competition is a motivational factor for them to read and only 1.19% strongly agreed about competition being a motivator for reading.

**h) Recognition for Reading**

The questionnaire about recognition for reading is question number 17, 18, and 19. The questions related to the relationship with others to recognize someone as a good reader. The result of the students' answer is shown in the table below.

Table 4.10

The Distribution of the Frequency in Recognition for Reading

Scale	Frequency	Percentage (%)
Very different from me	2	2.38
A little different from me	42	50
A little like me	40	47.61
A lot like me	-	-
Total	84	100

Reading for recognition which is another dimension in reading motivation, shows that a majority of 50% of the samples quite disagreed that they read to gain a certain form of recognition through their success in reading. 2.38% of samples state that *it was very different from them* that recognition will be the reason to make them want to read.

**i) Reading for Grades**

The questionnaire about reading for grades is question number 20. The questions focused on reading work demands in performance concern and extrinsic source of motivation. The result of the students' answer is shown in the table below.

Table 4.11

The Distribution of the Frequency in Reading for Grades

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	1	3.57
A little different from me	16	57.14
A little like me	11	39.28
A lot like me	-	-
Total	28	100

A large percentage of more than half or 57.14% of the samples quite disagreed that grades play an important role in their desire to read especially in doing well in tests and examinations and 3.57% disagreed that grades is the only reason for them to read.

**j) Social Reasons for Reading**

The questionnaire about social reasons for reading is question number 21 and 22. The questions included about kinds of internal desire to connect with others through reading activity. The result of the students' answer is shown in the table below.

Table 4.12

The Distribution of the Frequency in Social Reasons for Reading

Scale	Frequency	Percentage (%)
Very different from me	2	3.57
A little different from me	28	50
A little like me	25	44.64
A lot like me	-	-
Total	56	100

The next dimension of the reading motivation that is a social purpose for reading showed one - third of the samples had similar points for each scale except that it was *a little different from them* to read for some social purposes like sharing meanings of what they read or sharing stories with others.

### k) Compliance

The questionnaire about compliance is question number 23, 24, and 25. This table display the responses of reading because of an external requirement. The result of the students' answer is showed in table below.

Table 4.13

## The Distribution of the Frequency in Compliance

<b>Scale</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very different from me	2	2.38
A little different from me	56	66.66
A little like me	26	30.95
A lot like me	-	-
Total	84	100

Compliance which means doing a reading to meet the expectation of others result in quite a large number of the samples that is 30.95% agreed that they read to comply with others like teachers, parents, and friends who want them to do well in their studies and only 2.38% of the samples strongly disagree that they read to comply with other people's wishes.

Based on those data, it can be concluded that the extrinsic motivation gave high score in this study. It can be seen from the data, around 60% of the result represents to the Thai students' motivation in English reading text. The extrinsic motivations are: reading efficacy, competition in reading, reading challenge, and reading work avoidance. While, the intrinsic motivation on medium score, it can be seen from the result, only around 35% of the data signify to the students' motivation in English reading



text. The intrinsic motivations are: reading curiosity, reading involvement, importance of reading, reading for grades, social reasons for reading, and compliance.

## **2. The factors that influence Thai students' toward learning English reading text**

Based on the data, the components of motivation it seems that the highest factors of Thai students in learning English reading came from extrinsic motivation. The motivations came from some sight, they are: physical condition, teacher, and success.

Physical condition became the first factor of motivation from the Thai students in English reading text. It is happened because the students will excite to read an English text when the text is appropriate with their mood. It can be seen from the result of the questionnaire. More than 45% of the participants of this study stated that they will read a text if it interesting to them.

Moreover, for the second factor it is come from *teacher* itself, it gives influence to motivate Thai students in English reading text. It means teacher motivates, the Thai students strongly to finishing reading assignments although, the assignment was so hard for them but, they think teacher's judgment was important for them. Then, the Thai students also interest to read an English text when someone recognize them. It

means that their teacher gives impact to motivate them. Based on the data, around 30% accept it.

The last one it comes from the *success* factor. It means about the importance of reading is Thai students is quite important, be a good reader is not the main priority for students compared the other tasks or activities. This factor make the Thai student think that they are not a good reader when they learn in the class and they not confident in their self in the reading. It means that the success of their reading it becomes the factor to make them motivating to learn more in reading English text.

Based on the results above, it can be concluded that the highest of Thai students' factors in learning English reading text waere coming from physical condition, teacher, and success. It means that Thai students need a confession to become a good reader. Because they need recognition in reading an English text.

## **B. Discussion**

This study provided a clear picture of students' reading motivation of Thai students, their reading ability and the reading materials they interest. From this research, it was found that students' reading motivation had an overall moderate score for all 11 dimensions. The results reflected that the respondents are

not motivated enough to read. It is proved by Muliati (2017) concluded the results of reading interest also discovered that the students found non-academic related materials more interesting than the academic ones. Based on those studies, it can be concluded that motivation for learning is thought to be one of the most critical determinants of the success and quality of any learning outcome (Mitchell, 1992).

The students' reading motivation being of an average level, there are some strong points about the students' reading motivation. These include Involvement and Compliance. These two dimensions are crucial determiners of students' reading success. This would indicate that the students have a high curiosity level and love to read non-academic materials such as novels and story books.

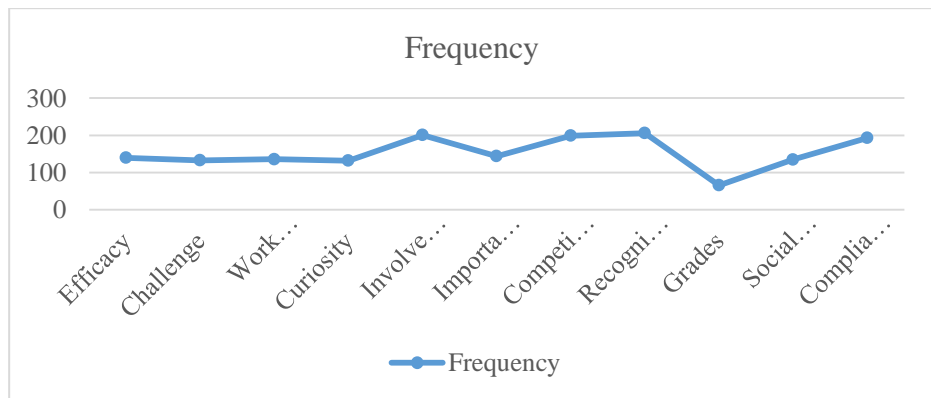
Surprisingly, the students tend to be motivated to read to meet other people's expectations. The students are eager to compete with each other's which means that they have extrinsic motivation. They will read because they want to get recognition and this kind of motivation will wear overtime. The data also showed that students are moderately motivated to read on account when they will be evaluated. This is a common phenomenon during examination time but this type of reading motivation is not long lasting and students should have intrinsic

motivation and further strengthened by extrinsic motivation. Therefore, motivation for reading should change from time to time increasing in strength, number or type. Thus, students should be encouraged to read not only for examination or evaluation purposes but also for enjoyment, interest and knowledge. It is feared that their reading motivation will decrease when there is no examination or evaluation. Then their motivation for reading will be less active. Even though extrinsic motivation is important as an external factor to motivate students to read, it is not enough or long lasting. The results revealed that among students there are significantly different in their reading motivation. They also have different reading interest types yet they are not “in love” yet with most academic-related things.

This finding is similar to a study done by Badariah (2011: 21) and whose results revealed that the higher the extrinsic motivation, the less expectation for them to read various reading materials because they do the activity mostly. After all they are thirsty for compliance and competitive/comparative and evaluative purpose only. This also shows a similar result of research conducted by Tamimi and Shuib (2009: 17) that most of the students had positive attitudes towards the social value and educational status of English. However, the avoidance to

read due to less comprehension of the difficult words also add to the hesitance to read. The lower the competence and self-efficacy showed in the result of this study also will influence the students reading ability. If they do not achieve a certain level of reading competencies, then most probably they would not want to have anything to do with reading. These students would not be able to read independently even for their interest. This theory is in line with (Turner, 1992) stated in Noor (2011: 13). As a result, this may lead to poor academic achievement and a decline in language proficiency and critical thinking skills. Hence, having low language proficiency can become barriers in motivating readers to read.

Based on the results, the Thai students’ motivation can be seen in the following chart.



Based on the chart above, the researcher concluded that the highest frequency got 206 was reading recognition and

followed by reading for involvement was 201. Then the lowest was reading for grades that only got 66 scores. It means that the highest factors of Thai students' motivation in learning English reading text were physical condition, teacher, and success. Because they need a confession and recognition from others in reading English text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

1. Based on the results above, the researcher found that the highest percentage was 12.22% for recognition, and the lowest was 3.91% for reading grades. The analysis of different scale showed students' reading motivation were very strong in reading for recognition 12.22%, followed by reading for involvement 11.45% and compliance 11.45%. Then, the lowest on reading for grades only 3.91%, This research indicated that the students tend to be motivated to read to meet other people's expectations. The students are eager to compete with each other's which means that they have extrinsic motivation. They will read because they want to get recognition and this kind of motivation will wear overtime.
2. Based on the data, the researcher concluded the student had high interest to read. They had a high interested in reading English text was from extrinsic factors. It was from the physical condition, teacher, and success. These factors make them interesting in doing reading an English text.

## **B. Suggestion**

The researcher would like to give some suggestions to the following individuals they were: suggestion for the lecturer or English teacher, for the students and for the next researcher. The researcher would like to provide some suggestions as in the following:

### **1. English lecturer**

For the lecture in the English department were hoped to know Thai students' reading motivation. To the students' motivation became increase and dedicate teacher hopes to introduce the importance of motivation in reading to help students improve their reading that can greatly affect students' academic success.

### **2. Students**

The students should be a good reader, they also should increase their reading amount in so that have good habit in reading and it can affect their performance, so, good habit in reading can improve their comprehension and influence toward achievement.

### **3. The next researcher**

For the next researcher, this title or research can be developed to be experimental research, correlation and also descriptive research. This researcher hopefully will



provide a meaningful reference for those who are interested in conducting this research on the same topic of discussion the next time.

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## Appendix 1

### INSTRUMENT MOTIVATIONS FOR READING QUESTIONNAIRE (MRQ)

Name:

Semester:

---

Directions:

- The statements tell how some students feel about reading.
- Read each statement and decide whether it talks about a person who is like you different from you.
- There are no right or wrong answers, only want to know is like you different from you.
- Please **CIRCLE** one answer for each question.

➤ Reading Efficacy	Very different from me	A little different from me	A little like me	A lot like me
1. I am a good reader	1	2	3	4
2. I know that I will do well in English	1	2	3	4

➤ <b>Reading Challenge</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
3. I usually learn difficult things by reading	1	2	3	4
4. If a book is interesting I don't care how hard it is to read	1	2	3	4
➤ <b>Reading Work Avoidance</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
5. Complicated stories are no fun to read	1	2	3	4
6. I don't like reading something when the words are too difficult	1	2	3	4
➤ <b>Reading Curiosity</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
7. I like to read about new things	1	2	3	4
8. I read to learn new information about topics that interest me	1	2	3	4

➤ <b>Reading Involvement</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
9. I enjoy a long, involved story or fiction book	1	2	3	4
10. I make pictures in my mind when I read	1	2	3	4
11. I feel like I make friends with people in good books	1	2	3	4
➤ <b>Importance of Reading</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
12. It is very important to me to be a good reader.	1	2	3	4
13. In comparison to other activities I do, it is very important to me to be a good reader.	1	2	3	4
➤ <b>Competition in Reading</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>

14. I like being the best at reading.	1	2	3	4
15. I like being the only one who knows an answer in something we read.	1	2	3	4
16. I like to finish my reading before other students.	1	2	3	4
<b>➤ Recognition for Reading</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
17. I like hearing the teacher say I read well	1	2	3	4
18. I am happy when someone recognize my reading	1	2	3	4
19. My friends sometimes tell me I am a reader	1	2	3	4
<b>➤ Reading for Grades</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
20. I read to improve my grades	1	2	3	4

➤ <b>Social Reasons for Reading</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
21. I talk to my friends about what I am reading	1	2	3	4
22. I like to tell my family about what I am reading.	1	2	3	4
➤ <b>Compliance</b>	<b>Very different from me</b>	<b>A little different from me</b>	<b>A little like me</b>	<b>A lot like me</b>
23. I always try to finish my reading on time	1	2	3	4
24. I always do my reading work exactly as the teacher wants it	1	2	3	4
25. Finishing every reading assignment is very important to me	1	2	3	4



## Appendix 2

### DOCUMENTATION



**The Researcher Conducts the Questionnaire**



**The Thai Students Filling the Questionnaire**



**The Thai Students' Understanding the Content of Questionnaire**

## Appendix 3

### IMKA Certificate

  
KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
PUSAT PENGEMBANGAN BAHASA  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

**شهادة**  
B-965/Un.10.0/P3/PP.00.9/04/2019

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن  
الطالبة  
MISS NAJWA UDSARATCHAKARN :  
تاريخ و محل الميلاد : Thailand, 13 Januari 1996  
رقم القيد : 1503046128  
قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٨ أبريل ٢٠١٩  
بتقدير: مقبول (٣٠٠)

لها الشهادة بناء على طلبها

سجرائح، ٢٢ أبريل  
مدير  
الدكتور محمد سيف  
رقم التوظيف : ١٩٧٠٠٢٢١١٦٦٠٣١٠٠٣

٥٠٠ - ٤٥٠ : ممتاز  
٤٤٩ - ٤٠٠ : جيد جدا  
٣٩٩ - ٣٥٠ : جيد  
٣٤٩ - ٣٠٠ : مقبول  
٢٩٩ : راسب  
رقم الشهادة : 220190420


## Appendix 4

### TOEFL Certificate



MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC UNIVERSITY WALISONGO  
**LANGUAGE DEVELOPMENT CENTER**  
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngalyan Telp./Fax. (024) 7614453 Semarang 50185  
email : ppb@walisongo.ac.id

*Certificate*  
Nomor : B-1306/Un.16.0/P3/PP.00.9/05/2019

This is to certify that

**MISS NAJWA UDSARATCHAKARN**  
Date of Birth: January 13, 1996  
Student Reg. Number: 1503046128

the TOEFL Preparation Test

Conducted by  
Language Development Center  
of State Islamic University (UIN) "Walisongo" Semarang  
On May 9th, 2019  
and achieved the following scores:

Listening Comprehension	: 44
Structure and Written Expression	: 45
Reading Comprehension	: 46
<b>TOTAL SCORE</b>	<b>: 450</b>

Semarang, May 13th, 2019  
Director,  
**A. Muhammad Saifullah, M.Ag.**  
19700321 199603 1 003



Certificate Number : 120190671  
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## Appendix 5

### CURRICULUM VITE

Name : Miss Najwa Udsaratchakarn  
Tempat/Tanggal Lahir : Yala, Thailand, 13 Januari 1996  
HP/Email : 081392070822/  
[Najwar9351@gmail.com](mailto:Najwar9351@gmail.com)  
Alamat Domosili : 76/4 M.2 T. Bachok A.  
Bannangsata Ch. Yala 95130  
Thailand  
Tahun Masuk Akademik : 2015  
Jurusan : English Education  
Fakultas : Faculty of Tarbiyah And  
Teacher Training

### EDUCATION BACKGROUND

1. TK Bannangsata, Yala School
2. Elementary School ( Alawiah Witthaya ) 2003-2008  
Bannangsata, Yala, Thailand
3. Junior High School ( Sekolah Menengah Agama  
Persekutuan Labu ) 2009-2011 Seremban, Negeri  
Sembilan, Malaysia
4. Senior High School ( Sekolah Menengah Agama  
Perkekutuan Labu ) 2011-2014 Seremban, Negeri  
Sembilan, Malaysia

5. Education and Teacher Training Faculty UIN Walisongo  
Semarang

Semarang, 24 April 2020  
The Writer,

Miss Najwa Udsaratchakarn