

**ANALYSIS STUDENTS' MOTIVATION IN EXTENSIVE READING AT ENGLISH EDUCATION STUDY PROGRAM MUHAMMADIYAH UNIVERSITY OF BENGKULU**

**Muhammad Ja'far Shodiq<sup>1</sup>, Fetriani<sup>2</sup>**

<sup>1,2</sup>Muhammadiyah University of Bengkulu

Corresponding author's email: [jafarshodiqmuhammad78@gmail.com](mailto:jafarshodiqmuhammad78@gmail.com)  
fetriani@umb.ac.id

**Abstract**

*This study aims to analyze students' motivation in extensive reading, focusing on the motivational aspects that influence students in engaging with extensive reading activities in the English Education Study Program of the University of Muhammadiyah Bengkulu, and to identify the most dominant aspect. The background of this research lies in the importance of extensive reading for improving grammar, reading fluency, and text comprehension, while students' engagement in this activity remains varied. A descriptive qualitative method was employed, using 20 closed-ended and one open-ended questionnaire items based on a Likert scale as the instrument, involving 15 sixth-semester students as respondents. The data were analyzed by calculating the percentage scores of five motivational aspects: curiosity and autonomy, enjoyment and interest, academic benefits, teacher and peer influence, and self-efficacy. The analysis revealed that students' motivation in extensive reading was high, with all motivational aspects falling into the "high" category. Curiosity emerged as the most dominant aspect (85.3%), followed by academic benefits (84.6%), interest (83.3%), teacher and peer influence (81.3%), and self-efficacy (80.6%). These findings indicate that internal factors—particularly curiosity and autonomy—are the main drivers of students' engagement in extensive reading. It is therefore recommended that educators provide students with the freedom to choose reading materials and create a learning environment that fosters curiosity.*

**Keywords: Motivation, Extensive Reading, Curiosity.**

**INTRODUCTION**

Reading is one of the most essential foundational skills in foreign language learning, particularly in the context of English as a Foreign Language (EFL). It broadens students' cultural knowledge, enhances their understanding of academic content, strengthens critical thinking, and expands vocabulary. One effective way to promote these benefits is through extensive reading, which allows students to read a large amount of relatively easy material independently and according to their interests (Day & Bamford in Rahma Dina, 2024).

Motivation plays a crucial role in the success of extensive reading. Guthrie (1999) explains that motivation consists of personal traits—such as needs, goals, and self-efficacy—that influence students' engagement in

reading activities. Deci and Ryan (2000) further divide motivation into intrinsic motivation, which comes from internal factors like curiosity and enjoyment, and extrinsic motivation, which is influenced by external elements such as grades, rewards, or social recognition.

Research by Yuliandri (2016) found that curiosity and the need for challenge are the primary factors motivating Indonesian EFL students to read, although other intrinsic and extrinsic aspects also contribute. Similarly, Dakhi and Damanik (2018) showed that students are mainly driven by curiosity and challenge when reading English texts, while social reasons receive the least influence. These findings indicate that students tend to read to fulfill personal needs rather than for social purposes, emphasizing the importance of fostering internal motivation in extensive reading.

Using a narrative approach, Rahma Dina (2024) discovered that students' motivation increases when they are given autonomy in choosing their reading materials and when they perceive the texts as meaningful and relevant. Positive reading experiences, self-improvement, and lecturer support also contribute to higher motivation. However, Dina also found that not all students have strong intrinsic motivation; some read only to complete assignments. This suggests that although extensive reading can help build reading habits, sustaining long-term motivation remains a challenge.

These studies align with the findings from pre-research interviews conducted with six sixth-semester English Education students. Several students reported enjoying reading topics that match their interests, such as inspirational stories or celebrity news. However, most admitted that they read mainly to complete assignments or improve their grades. They also felt more confident when they understood the material easily and preferred simple, familiar texts. When reading materials were too difficult or uninteresting, students struggled to comprehend the texts, which lowered their motivation to read independently. These findings highlight the importance of choosing appropriate reading materials and implementing supportive teaching strategies to increase students' motivation.

Based on previous research and field evidence, it is clear that motivation is a key factor influencing the success of extensive reading. Nevertheless, further investigation is needed to gain a deeper understanding of students' motivation levels and the factors that shape them. Therefore, this study is essential for examining the aspects that influence students' motivation in extensive reading. The findings can help lecturers and students develop more engaging and effective reading strategies that encourage students to read more widely.

## **RESEARCH METHODOLOGY**

This study employs a descriptive qualitative design to describe students' motivation in extensive reading. Qualitative research focuses on understanding participants' experiences, behaviors, perceptions, and motivations in natural settings (Moleong, 2010; Saleh, 2021). In this research, data were collected through a Google Forms questionnaire, which allowed the researcher to gather accurate descriptive information without

manipulating any variables. This design is suitable for explaining current conditions, relationships, and viewpoints (Rusdi & Rusli, 2021; Nawawi, 2005).

The population in this study consisted of sixth-semester English Education students at the Muhammadiyah University of Bengkulu, and a total sampling technique was used. All 15 students who met the criteria were included as samples, following the principle that small populations should be taken entirely to increase data accuracy (Sugiyono, 2019; Arikunto, 2010). The research instrument consisted of 20 closed-ended questions and one open-ended question based on Komiyama's (2013) motivation indicators. The closed-ended items were scored using a Likert scale:

**Table 1.** Score of questionnaire alternative

| Category          | Positive |
|-------------------|----------|
| Strongly Agree    | 5        |
| Agree             | 4        |
| Neutral           | 3        |
| Disagree          | 2        |
| Strongly Disagree | 1        |

These items measured five motivational aspects: enjoyment and interest, curiosity and autonomy, self-efficacy, academic benefits, and teacher/peer influence.

The data collection process involved distributing the questionnaire link through the students' WhatsApp group with clear instructions and a two-day completion period. After the responses were collected, the data were analyzed using descriptive statistics. Each response frequency was converted into a percentage using the formula:

$$\text{Percentage} = \frac{\text{Frequency of answer}}{\text{Number of respondent}} \times 100$$

The resulting percentages were then categorized according to the motivation rating scale:

**Table 2.** Rating score internal

| No. | Interval Percentage | Category  |
|-----|---------------------|-----------|
| 1.  | 80% – 100%          | Very High |
| 2.  | 60% – 79,9%         | High      |
| 3.  | 40% – 59,9%         | Moderate  |
| 4.  | 20% – 39,9%         | Low       |
| 5.  | 0% – 19,9%          | Very Low  |

Meanwhile, the open-ended responses were analyzed to identify personal factors influencing students' motivation in extensive reading, serving as qualitative support for the overall findings.

## **FINDING AND DISCUSSIONS**

### **FINDING**

The primary objective of this research stage was to analyze students' motivation toward extensive reading and identify the aspects that influence this motivation. A questionnaire consisting of 21 items was administered to 15

respondents from the sixth-semester English Education Study Program. The first 20 items consisted of close-ended Likert-scale questions, while the final item was an open-ended question designed to enrich and validate the quantitative findings. All Likert-scale items used a five-point scoring rubric: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The distribution of student responses across these categories was analyzed quantitatively and presented in tables, percentages, and further descriptive interpretations.

The raw frequency scores for each item (Q1–Q20) show that most respondents tended to select scores 4 (agree) and 5 (strongly agree). Table 5 displays the complete distribution of scores for each question, followed by the percentage conversions in Table 6. These quantitative results were then analyzed across five aspects of motivation: (1) Enjoyment and Interest, (2) Curiosity and Autonomy, (3) Self-Efficacy, (4) Academic Benefits, and (5) Teacher and Peer Influence. The following subsections detail the findings of each motivational aspect.

### **Motivation in Extensive Reading and the Aspects That Influence It**

#### **a. Enjoyment and Interest**

This category measures intrinsic motivation derived from pleasure, enjoyment, and personal interest in reading. The analysis shows strong overall motivation within this aspect. For Q1, 73.3% of respondents selected “agree” or “strongly agree,” suggesting that students enjoy reading English texts beyond academic requirements. Q2 and Q3 indicated even higher levels of intrinsic drive, with 86.7% agreement. Students consistently reported happiness when engaging with interesting topics, reinforcing the idea that reading satisfaction stems from content alignment with personal preferences. Similar patterns were found in Q4, where 86.7% agreed that reading brings them pleasure. These results confirm that intrinsic delight plays a significant role in extensive reading practices.

#### **b. Curiosity and Autonomy**

Curiosity and the freedom to choose reading materials form a major motivational foundation for students. Across Q5–Q7, the results show that 73.3%–86.7% of respondents strongly value autonomy. Students stated that they actively seek materials based on personal interest (Q5), feel satisfied after completing challenging materials (Q6), and are more motivated when allowed to select their own texts (Q7). This highlights the importance of student-centered reading practices where learners can choose topics meaningful to them. Intrinsic curiosity and independent learning orientation clearly dominate motivation patterns in this category.

#### **c. Self-Efficacy**

Unlike the previous categories, the responses in Q8–Q10 indicated more variation and lower confidence levels. In Q8, although 66.7% of students agreed that they feel confident reading English texts, 26.7% remained neutral, and 6.7% expressed doubt. The lowest motivational response appeared in Q9, where only 60% agreed they could handle difficult readings, while 40% expressed uncertainty or disagreement. Conversely, Q10 received strong positive feedback (93.3%), with students agreeing that extensive reading

improves their reading skills. These findings reveal that while students recognize the benefits of extensive reading, many still struggle with self-belief, especially when encountering long or complex texts.

#### **d. Academic Benefits**

Academic motivation emerged as one of the strongest external motivators. Q11–Q15 consistently showed high percentages of agreement. Students strongly believe that reading helps them achieve better grades (Q11), prepare for exams (Q12), excel in class (Q13), and complete assignments responsibly (Q14). Q14 received one of the highest responses in the entire questionnaire, with 93.3% selecting agree or strongly agree. Additionally, 80% of respondents agreed that reading enables them to participate more actively during class discussions (Q15). These results suggest that students clearly recognize the academic value of extensive reading and its contribution to their scholarly achievement.

#### **e. Teacher and Peer Influence**

Although open-ended responses did not mention teacher or peer influence explicitly, quantitative data from Q16–Q20 indicate that both still play a role. For Q16, 73.4% of respondents agreed that recognition from teachers or peers increases motivation. Q17 reflected the strong influence of lecturer-assigned tasks (80%). Similarly, Q18 demonstrated that teacher support has a significant impact, with 86.6% agreement. Q19 and Q20 showed that peer collaboration and peer reading habits also contribute positively to motivation, although not as predominantly as intrinsic factors. These findings suggest that external encouragement and a supportive academic environment can enhance students' reading engagement.

#### **Total Motivation Score**

To determine the percentage level of overall motivation, a total score was calculated:

$$\begin{aligned}\text{Maximal Score} &= 15 \text{ respondents} \times 20 \text{ questions} \times 5 = 1500 \\ \text{Percentage} &= \frac{1195}{1500} \times 100 = 79.66\%\end{aligned}$$

This result places students' overall motivation in the "High" category. The dominance of scores 4 and 5 across most items reflects positive attitudes and enthusiasm toward extensive reading. Nevertheless, variations in self-efficacy highlight the need for pedagogical intervention to ensure sustainable motivation.

#### **Aspect-Based Motivation Results**

Following the same scoring formula, percentages for each motivational aspect were calculated. The results are summarized as follows:

| Aspect                   | Percentage |
|--------------------------|------------|
| Enjoyment & Interest     | 79.3%      |
| Curiosity & Autonomy     | 80.8%      |
| Self-Efficacy            | 74.6%      |
| Academic Benefits        | 79.4%      |
| Teacher & Peer Influence | 78.4%      |

Curiosity and Autonomy emerged as the strongest motivational aspect, indicating students' strong desire for independence and personal relevance in reading material selection. Conversely, Self-Efficacy scored the lowest, suggesting that despite high motivation, students experience challenges related to confidence and reading proficiency.

### **Open-Ended Questionnaire Findings**

The open-ended item provided deeper insights into the five motivational aspects:

**Enjoyment & Interest:** Most respondents mentioned being motivated by "interesting topics," "engaging stories," or "fun reading experiences." Boredom was a significant demotivating factor.

**Curiosity & Autonomy:** Many students emphasized the importance of being able to choose what to read. Difficulty finding suitable texts was a commonly cited challenge.

**Self-Efficacy:** Students frequently struggled with vocabulary limitations, long texts, and complex structures. Time management was also mentioned as a barrier.

**Academic Benefits:** Students expressed strong motivation to improve vocabulary, grammar, reading comprehension, and overall English proficiency.

**Teacher & Peer Influence:** No direct mentions occurred, supporting the earlier finding that intrinsic factors dominate students' motivation.

Overall, intrinsic motivators—especially interest, curiosity, and autonomy—were the strongest drivers of extensive reading engagement.

### **DISCUSSION**

The findings indicate that sixth-semester students possess a high level of motivation toward extensive reading, as reflected in an overall percentage of 79.66%. This supports previous studies that describe EFL learners as being primarily intrinsically motivated when reading material aligns with their personal interests (Yuliandri, 2016; Dakhi & Damanik, 2018).

The highest motivational aspect, Curiosity and Autonomy (80.8%), strongly confirms the importance of learner autonomy. This aligns with Self-Determination Theory (Deci & Ryan, 2000), which stresses autonomy as a major component of intrinsic motivation. Students who can select reading materials experience greater engagement and enjoyment, leading to more consistent reading habits.

The academic benefits aspect (79.4%) also received strong responses, showing that students recognize reading as a tool for achieving better academic performance. This supports Guthrie and Wigfield's (2000) findings that motivation is enhanced when students understand the academic value of reading tasks.

Enjoyment and Interest (79.3%) provided further evidence of intrinsic motivation as a dominant force. Students derived satisfaction from reading appealing materials, confirming that positive emotional experiences promote reading persistence. Previous studies in Indonesia have identified similar patterns, indicating that topics perceived as enjoyable significantly increase reading motivation (Rahma Dina, 2024).

Teacher and Peer Influence (78.4%), although not explicitly mentioned in open-ended responses, still played a relevant role in motivating students. This suggests that external encouragement—such as lecturer support and peer engagement—may operate subconsciously, shaping behaviors without being explicitly acknowledged by students. Saito (2025) similarly highlighted that teacher guidance and a supportive classroom environment foster sustained motivation.

Self-efficacy (74.6%) emerged as the lowest-scoring aspect. Many students struggle with confidence due to vocabulary challenges, long passages, and complex grammar. These findings are consistent with Klauda and Guthrie (2015), who emphasize that low self-efficacy can undermine motivation and reading persistence. Despite strong interest, students may not fully engage with reading tasks when they perceive them as too difficult.

In summary, this study demonstrates that while EFL students are generally highly motivated to engage in extensive reading, intrinsic motivation—particularly curiosity, autonomy, and personal enjoyment—plays the most dominant role. However, to sustain and further enhance motivation, educators should address self-efficacy challenges by:

- Providing level-appropriate reading materials
- Offering vocabulary support
- Teaching reading strategies
- Encouraging collaborative and interactive reading activities
- Maintaining a supportive classroom atmosphere

A pedagogical approach that integrates autonomy, engagement, and scaffolding will likely strengthen students' reading motivation and overall reading competence.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the results of this research conducted with sixth-semester students of the English Education Study Program at Muhammadiyah University of Bengkulu, it can be concluded that students' motivation in extensive reading falls into the "High" category with a percentage of 79.66%. This indicates that, in general, students have a strong interest and drive to engage in extensive reading activities. The most influential aspect of their motivation is Curiosity and Autonomy (80.8%). Students feel more motivated when they are allowed to choose reading materials based on their own interests. This confirms the dominant role of intrinsic motivation in the process of extensive reading.

## **SUGGESTION**

include:

1. Lecturers should provide engaging and level-appropriate reading materials while encouraging students to choose texts based on their interests.
2. Students should build consistent reading habits to strengthen both confidence and fluency.
3. Institutions should support extensive reading programs by providing access to a wide variety of reading materials.
4. Future research should focus on intervention strategies aimed at improving self-efficacy in reading.

By addressing both intrinsic and extrinsic factors, educators can foster stronger reading motivation and better learning outcomes in EFL contexts.

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