

Investigating Reading Motivation in Indonesian and English among EFL Students

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Abstract: Closely looking at reading motivation in L1 and L2 can lighten English teacher and educator to reformulate their approaches and strategies in giving reading instruction. In response to this, the study intends to adapt and validate an eight reading motivational dimensions (Lin et al 2012) and one added dimension; self-confidence for both Indonesian as an L1 and EFL as an L2 using confirmatory factor analyses, and compare motivations for reading Indonesian and reading English across all nine categories using descriptive statistics and correlation. Attempting to reach the objectives, eighty three second year non-English major complete a questionnaire on nine separate motivational subscales related to reading Indonesian and English behavior. Motivation in this study covers self-efficacy, curiosity, involvement, recreation, social-peer attitudes, school grades, instrumentalism, self-confidence and social-family attitudes. The result concerning with the Instrument validation are all factor loadings in the adapted MRQ` are significantly different from 0 at $p \leq .001$, reliabilities were greater than .70 indicated reasonably good internal consistency, and all motivational dimensions for English and most motivational dimensions for Indonesian were above or closely approaching .70. The results show that students' Self efficacy, curiosity, involvement, recreation, and social peer are significantly higher in Indonesian than in English. Grade motivation variable does not differ for the two languages. Whereas, instrumentalism, social family, and self-confidence are significantly higher in English than in Indonesian. The implications of these findings are discussed in respect to the approaches and strategies of reading instructional program.

Keywords: EFL students, Reading motivation, MRQ

1. INTRODUCTION

Difference cultures and languages influence reading behaviors. Although readers with have good reading ability can hardly be effective readers if they are not motivated. A variety of motivation constructs are worth-noted to observe. For example, Wigfield (1997) noted that intrinsic reading motivation, consisting of curiosity in learning about a particular topic of interest, the pleasure gained from being engaged in reading interesting materials, and the challenge in learning complex or difficult ideas, is an important component in students to become proficient readers.

In relation to the construct of reading motivation Lau (2004) investigated the motivational aspects of self-efficacy, intrinsic, extrinsic, social motivation and attributional belief on Chinese reading among Hong Kong seventh graders, and their associations with Chinese reading comprehension and academic achievement. The results showed that self-efficacy, intrinsic motivation, and ability and strategy attribution were strongly related to

reading comprehension and academic achievement.

Reading motivation research findings on English as foreign language learning are controversial. For example, Pae (2008) found that intrinsic motivations were relatively strongly associated with desire to learn English as a second language among Korean university students. However, Chen et al. (2005) revealed that instrumental motivation, defined as learners' interest in learning a foreign language and related to the practical and utilitarian advantages derived from language proficiency, such as better employment or salary.

In response to this, Lin, Wong, and Chang (2012) investigated one hundred four Hong Kong Chinese fifth graders reading motivation. The participants completed a questionnaire on eight separate motivational subscales related to reading separately for Chinese as a first language (L1) and English as a foreign language (EFL) in addition to measures of both Chinese and English reading comprehension. The result showed that

reading motivations in relation to self-efficacy, curiosity, involvement, recreation, and social-peer attitudes were significantly higher for L1 as compared to EFL reading. There was no difference across EFL and L1 found for the motivational subscales in the areas of school grades, instrumentalism, and social-family attitudes. Furthermore, instrumentalism was particularly strongly correlated with EFL reading comprehension, whereas recreation had the highest association with L1 reading comprehension. The eight subscales collectively explained 16% variance in Chinese and 12% variance in English reading comprehension. Results underscore the importance of different types of motivation for reading comprehension and the different roles each motivational aspect may play in L1 and EFL reading.

The present study is inspired by Lin et al (2012) in the sense that different types and roles of reading motivation aspects may influence in L1 and EFL context. It is tempted to include other subscale of reading motivation as well as the age selection of the participant due to the maturity in responding to the motivation reading questionnaire.

The present study differs from Lin et al (2012) in several ways. Firstly, the inclusion of self-confidence subscale will add more dimension to observe reading motivation in Indonesian context to reveal the difference. Secondly, the participants are second year non-English major university students to address the maturity and stay away from more English oriented participant. Thirdly, there is no reading comprehension tasks are carried out as no association between motivation and reading comprehension level is made.

Motivation in this study covers self-efficacy, curiosity, involvement, recreation, social-peer attitudes, school grades, instrumentalism, self-confidence and social-family attitudes. Self-efficacy is conceptualized as an individual's expectations about his or her success, either in general or more specifically in relation to a specific task (Bandura, 1977). Curiosity, is conceptualized as the desire to learn about a topic of interest

via reading (Renninger, 1992). Involvement, relates to a feeling of specific enjoyment or sense of purpose gained from reading (Schallert & Reed, 1997). Recreation refers to a sense of purpose about reading as a desirable leisure activity (Lin et al 2012). Grades and instrumentalism are two motivational aspects measured that can be conceptualized as extrinsic. Grades refer simply to reading for the purpose of attaining good grades, or marks, in school (Lin et al 2012). Instrumentalism is similar to the concept of instrumentality, which is an important language learning motivation (Dornyei, 2006). Instrumental language learning motivation is a desire to obtain something practical or concrete from the study of a language (Hudson, 2000).

Social purpose of reading concept in relation to motivation includes two separate dimensions; social-family and social-peer (Lin et al 2012). Social-family refers primarily to parents such as parenting practices and parental expectations. Social-peers refers to the desire to read because of the influence of the peers. This likely happens in the cooperative-learning structure of the classroom that can improve students' reading motivation by utilizing peer influence. A newly introduced aspect in the present study is self-confidence. It refers to the desire to read to feel confidence in the social setting (Dornyei, 2002). Thus, reading may serve as a means by which to achieve perceived social competence inside and outside the classroom.

In sum, the present study has two objectives. First, it aims to adapt and validate a reading motivational scale with nine dimensions for both Indonesian as an L1 and EFL using confirmatory factor analyses. Second, it aims to compare motivations for reading Indonesian and reading English across all nine categories. I hypothesize that reading motivation would be higher for Indonesian on the dimensions of self-efficacy, curiosity, involvement, recreation, and social-peer aspects. Furthermore, I hypothesize that Instrumentalism, grade, social family, and self confidence are higher in English than in Indonesian.

2. METHODOLOGY

In addressing the first aim of the study, that is to adapt and validate a reading motivational scale with nine dimensions for both Indonesian as an L1 and EFL, the adaption of MRQ (Motivation Reading Questionnaire) employed by Lin et al (2012) is carried out. It starts with translating the questionnaire in Indonesia by two independent translators.

The two versions are then verified and modified to produce one questionnaire in Indonesian by an Indonesian expert to assure the comprehensibility. After that sixteen first year non-English major university students are ask to fill out the questionnaire. The results are analyzed using confirmatory factor analyses to get the reliability.

In an attempt to address the second aim of the present study, that is to compare motivation for reading Indonesian and reading English across all nine categories, eighty-three second year non-English major university students are participated in the study. They have to fill out the questionnaire for English reading motivation in one session and Indonesian reading motivation in another session a week after. The result is analyzed using descriptive statistics and correlation.

3. RESULTS

Results are described in two main sections. First, to examine how well the measures reflect the intended constructs and their equivalence across languages, confirmatory factor analyses of the Adapted Motivation for Reading Questionnaire both for English and Indonesian were first conducted, and the relations among different dimensions are presented as well. Second, to compare motivations for reading Indonesian and reading English across all nine categories, the

results of descriptive statistics and correlations are presented.

3.1. Confirmatory factor analyses of the adapted motivation for reading questionnaire

Before performing confirmatory factor analyses (CFA), parceling for each of the nine motivational dimensions was conducted in order to reduce the number of required parameter estimates and therefore increase the likelihood of convergence. Items were combined for each dimension based on their inter-correlations. As the dimension of self-confidence was newly added dimension more parceled items are retained for these as compared to the other eight well-established motivational dimensions. Finally 55 original items were combined into 22 parceled items with two for self-efficacy and grade, two for curiosity and involvement, two for social-family and social-peer, three for recreation and instrumentalism, and four for self-confidence respectively.

The same items were parceled together across the Indonesian and English versions of the adapted MRQ. Then CFAs on the adapted MRQs using EQS 6.1 was run. The model was specified such that the items would load on only one factor and the variances of the latent variables were fixed to one. Across all factor loadings, the relations among the latent variables and the measurement error variances for each variable were estimated. I report five frequently used goodness-of-fit indices: chi-square, the comparable fit index, Joreskog and Sorbom's Goodness of Fit (GFI) index, the non-normed fit index (NNFI) and the root mean square error of approximation (RMSEA). The goodness-of-fit indices for both Indonesian and English adapted MRQ models are shown in Table 1

Table 1 Goodness-of-fit indices for the adapted motivation for reading questionnaire models

	χ^2	df	CFI	NNFI	GFI	RMSEA
MRQ_Indonesian	241.28	142	.87	.82	.8	.09
MRQ_English	200.8	142	.94	.92	.83	.07

The acceptable model fits are indicated by CFI, NNFI and GFI values over .75 and RMSEA values below .15. In general, the CFA results supported the hypothesized theoretical structure of the adapted MRQ for both Indonesian and English, with CFI, NNI,

and GFI measures all above .75 and RMSEA values below .15 across both versions. Tables 2 and 3 show the standardized factor loadings for both Indonesian and English. All factor loadings were significantly different from 0 at $p \leq .001$.

Table 2 Standardized factor loadings for the Indonesian motivation for reading questionnaire

	Self- efficacy	Curiosity	Involvement	Recreation	Grade	Instrumentalism	Social family	Social peer	Self- confidence
Parceled Item 1	.92								
Parceled Item 2	.87								
Parceled Item 3		.68							
Parceled Item 4		.81							
Parceled Item 5			.66						
Parceled Item 6			.85						
Parceled Item 7				.75					
Parceled Item 8				.67					
Parceled Item 9				.76					
Parceled Item 10					.82				
Parceled Item 11					.91				
Parceled Item 12						.82			
Parceled Item 13						.86			
Parceled Item 14						.71			
Parceled Item 15							.67		
Parceled Item 16							.78		
Parceled Item 17								.87	
Parceled Item 18								.72	
Parceled Item 19									.66
Parceled Item 20									.72
Parceled Item 21									.76
Parceled Item 22									.78

Table 3 Standardized factor loadings for the English motivation for reading questionnaire

	Self- efficacy	Curiosity	Involvement	Recreation	Grade	Instrumentalism	Social family	Social peer	Self- confidence
Parceled Item 1	.91								
Parceled Item 2	.88								
Parceled Item 3		.64							
Parceled Item 4		.85							
Parceled Item 5			.72						
Parceled Item 6			.78						
Parceled Item 7				.76					
Parceled Item 8				.72					
Parceled Item 9				.71					
Parceled Item 10					.85				
Parceled Item 11					.86				
Parceled Item 12						.78			
Parceled Item 13						.79			
Parceled Item 14						.82			
Parceled Item 15							.72		
Parceled Item 16							.76		
Parceled Item 17								.81	
Parceled Item 18								.76	
Parceled Item 19									.71
Parceled Item 20									.68
Parceled Item 21									.71
Parceled Item 22									.78

3.2. Comparison of reading motivation in Indonesian and English

The internal consistency reliabilities of the adapted MRQ for both Indonesian and English are reported in Table 4. Reliabilities greater than .70 indicated reasonably good

internal consistency. Most motivational dimensions for English and most motivational dimensions for Indonesian were above or closely approaching .70

Table 4 Descriptive statistics and comparison of all variables across Indonesian and English

	Indonesian (N =83)		English (N = 83)		t Value
	Mean (SD)	Cronbach a	Mean (SD)	Cronbach a	
Self efficacy	2.92 (.65)	.64	2.55 (.78)	.78	5.14**
Curiosity	3.15 (.52)	.65	2.67 (.72)	.83	4.73**
Involvement	3.10 (.57)	.66	2.62 (.63)	.73	5.68**
Recreation	3.15 (.62)	.72	2.67 (.72)	.81	5.43**
Grade	2.30 (.69)	.59	2.23 (.81)	.74	.96*

Instrumentalism	2.63 (.62)	.74	2.83 (.54)	.81	-1.76**
Social-family	2.08 (.54)	.61	2.67 (.72)	.70	.28**
Social-peer	2.44 (.60)	.65	2.19 (.66)	.77	4.85**
Self-confidence	2.02 (.56)	.68	2.60 (.68)	.72	.29**

* $p > .05$; ** $p > .01$

4. DISCUSSION

The present study examined various motivational aspects of Indonesian- English bilinguals and provided new information on both the commonly and uniquely important motivations related to learning Indonesian as an L1 and EFL. Confirmatory factor analyses established a generally satisfactory fit for our nine subscales of reading motivation across languages. The study revealed significant differences across eight of the nine reading motivations assessed in L1 Indonesian compared to EFL.

Consistent with the hypothesis, self-efficacy was higher in L1 than in EFL. This is probably because compared to L2 reading. Students in L1 reading likely enjoy fewer obstacles and an enhanced sense of control Lin et al (2012). Though English and Indonesian are both emphasized in formal school education, the majority of Indonesian people learning every day take place using Indonesian as the medium, including TV, radio, and internet exposure, as well as conversations with family, friends, teachers, and classmates. Thus, it is not surprising that students felt more confident about their Indonesian skills.

The three intrinsic motivational variables, curiosity, involvement, and recreation, were consistently higher for L1 as compared to EFL. This is probably because students are more likely to read L1 language materials for fun or entertainment. Reading in the L1 is more apt to be carried out to satisfy personal interest and also more likely to be tied to reading comprehension performance, as reflected in both the L1-EFL comparison. Lin et al (2012) stated that leisure reading is an activity that represents a choice, and those who perceive its outcome as enjoyable are, in turn, more willing to read.

In addition to the measures of intrinsic motivation, the extrinsic motivation subscales showed interesting results. Reading motivation, instrumentalism gained significant difference in L1 and EFL. Indonesian tends to view English as the language that can be

practically used to get benefits in the real world. Instrumental motivation reflects an understanding of the instrumental benefits of learning a second language. Across the world, students often highlight instrumental reasons for studying second languages, particularly English. Indonesian students easily treat English reading as a means to accomplish their instrumental purposes such as applying for a good job and raising their social status in the long run.

The findings of grade motivational subscale showing no significant differences across L1 and EFL. In high schools, Indonesian, English, science and mathematics have, for a long time, been treated as the four main, or core, subjects, evaluated as more important than any other subjects. Indonesian and English, thus, typically receive the most attention from parents and students throughout the high school years and it becomes their reasons in university level in Indonesia. Therefore, a focus on getting high grades in each was not expected to differ in the present study.

The next category included in the present study was a focus on the social aspects of reading. Social aspects included both family and peer associations. It is not surprising that peer motivation was found to be significantly higher for L1 than for EFL, because in daily life readings and communications among Indonesian peers are in Indonesian, and compared to EFL, students would be more likely to read Indonesian. Social-family dimension showed differently. Reading motivation in EFL is higher compared to L1. This is likely that parent's involvement and expectation is high. Indonesian parents are more concerned in asking the progress of their children in English rather than Indonesian. This result differed from Lin et al (2012) which indicated no difference in this category.

As a newly introduce category, self-confidence gained significant difference between Indonesian and English. Reading motivation among Indonesian university

students is higher in English as they feel more confident if they could get knowledge from the sources written in English. This is very interesting as the new knowledge when they needed is not readily available in Indonesian, so that finding, reading and understanding the knowledge from the original sources is worth doing.

I conceive three implications from the results of the present study. First, students' self-efficacy appears to be particularly important across languages, both in the L1 and in EFL, because high self-efficacy can increase students' confidence in and positive attitudes toward language learning. This likely applies across cultures and individuals. For example, Hamamura and Heine (2007, 2008) found that people with lower self-enhancement or self-efficacy tend to use a strategy of avoiding failure in achievement situations. In contrast, those with higher self-enhancement or self-efficacy are more likely to make efforts to approach success. Although Westerners have more of a tendency to approach success whereas Asians tend as a group to be more focused on avoiding failure in relation to school success (Hamamura & Heine, 2008), both focuses emphasize the importance of self-efficacy for achievement. Self-efficacy is a key factor for reading comprehension across languages.

Second, the present results suggested that recreational motivation, an intrinsic motivation reflecting the sense of genuine interest in reading, was positively and uniquely important for reading comprehension in the native language. The sense of pleasure derived from reading may be particularly strong in reading in one's native language, because of increased reading fluency and relatively few vocabulary obstacles typically encountered in the process. As a way of improving reading comprehension, therefore, students should continue to be encouraged to enjoy reading in their leisure time, both by schools and by families.

Third, given a general emphasis on intrinsic motivation for learning in one's native one's language, it may be pedagogically important for educators to consider that some aspects of intrinsic motivation, such as involvement, reading for fun, and curiosity,

may be less important in EFL as compared to native language learning. At the same time, however, I am not clear whether instrumental motivations are helpful for long-term success. Holt suggested that language-learning motivated by instrumental goals tends to be quite fragile (Holt, 2001). This important issue of the role of instructional motivation in long-term reading success should be further investigated.

There were a number of limitations in the present study. An obvious and strong limitation is that the sample size in the present study was small. The validity of the proposed motivational scale should be further tested. Another is reliabilities for each motivational subscale could have been even higher than they were. I strived to include identical items in each language, and some of these might have been more applicable in one language than the other, possibly explaining part of the differences in reliabilities across subscales.

5. CONCLUSION

The present study systematically and comprehensively explored patterns of motivation in Indonesian university students for both English and Indonesian. I have proposed a motivational scale which may be helpful for testing L1 and EFL motivation simultaneously. Moreover, I have established a number of clear patterns in these motivational components. Self-efficacy, curiosity, involvement, recreation, and social peer are significantly higher in Indonesian than in English. Grade motivation variable does not differ for the two languages. Instrumentalism, social family, and self-confidence are significantly higher in English than in Indonesian.

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APPENDIX

Sample

Adapted motivation for reading questionnaire (Lin et al 2012)

Kuisiomer ini bertujuan untuk mengetahui motivasi Saudara dalam membaca bahasa Indonesia dan

bahasa Inggris. Berilah tanda silang (X) pada angka di bawah tiap pernyataan berikut ini.

- 1 = sangat berbeda dengan saya
2 = sedikit berbeda dengan saya
3 = sedikit sama dengan saya
4 = sangat sama dengan saya

1. Self efficacy

55. I know that I will do well in reading next year.
Saya tahu kalau tahun depan saya akan dapat membaca dengan lebih baik

1 2 3 4

2. Curiosity

5. If the teacher discusses something interesting I might read more about it.
Jika guru membahas sesuatu yang menarik, saya mungkin akan banyak membaca tentang hal itu.

1 2 3 4

3. Involvement

2. I feel like making friends with people when reading good books.
Saya merasa seperti berkawan dengan orang lain ketika membaca buku yang baik.

1 2 3 4

5. Grades

24. I look forward to finding out my reading grade.
Saya selalu ingin tahu nilai membaca saya

1 2 3 4

8. Social-peer

3. I like reading a book with my friends at the same time.
Saya suka membaca buku bersama teman saya

1 2 3 4

9. self-confidence

32. I read to understand the concept from the original language
Saya membaca bahasa Inggris/Indonesia untuk mengetahui suatu konsep dalam bahasa aslinya'

1 2 3 4