CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is one of the most important language skills because it helps students gain knowledge, understand new information, and develop their thinking skills. In education, reading is not only used to get information but also supports learning in many subjects. Through reading, students can learn new ideas, increase their knowledge, and improve their understanding of the world. For students who learn English as a Foreign Language (EFL), reading is especially important because it provides opportunities to learn new vocabulary, grammar, and language expressions. Therefore, reading is an essential part of English learning in schools.

Although reading is very important, many students are still not interested in reading, especially English texts. In many EFL classrooms, students often think that reading is difficult because they find many unfamiliar words, complex grammar, and long passages. These difficulties make some students lose interest and become less active during reading activities. As a result, having good reading skills is not enough. Students also need strong reading motivation because motivation encourages them to start reading, continue reading, and enjoy the reading process.

Reading motivation is one of the psychological factors that influences students' reading habits. Many researchers have studied reading motivation because it plays an important role in helping students become active readers. In general, motivation is the reason that encourages people to do something and continue doing it to achieve their goals. In reading, motivation explains why students want to read,

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how much effort they put into reading, and whether they continue reading when they face difficulties. According to Guthrie and Wigfield (2000), reading motivation includes students' goals, beliefs, values, and reasons for taking part in reading activities. This means that students' reading behavior is influenced not only by their reading ability but also by their willingness and interest in reading.

The Motivation for Reading Questionnaire (MRQ) has been widely used, adapted, and tested in many countries and educational settings. Wang and Guthrie (2004) improved this questionnaire to examine students' reading motivation in more detail. They found that reading motivation consists of several dimensions, including both intrinsic and extrinsic motivation. Their study has become an important reference for many researchers who investigate students' reading motivation in different educational levels and cultural backgrounds.

Although many studies have discussed reading motivation, there is still a gap in the existing literature, especially in the Indonesian EFL context. Most previous studies have focused on the relationship between reading motivation and other variables, such as reading comprehension, vocabulary mastery, reading habits, academic achievement, and English proficiency. These studies show that reading motivation plays an important role in students' learning outcomes. However, they provide limited information about students' reading motivation based on its different dimensions. According to Wang and Guthrie (2004), reading motivation consists of several dimensions that represent both intrinsic and extrinsic motivation. Therefore, understanding students' motivational profiles is important because students may have different reasons for reading, such as gaining new knowledge,

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getting good grades, receiving praise from teachers, competing with classmates, or completing school assignments.

In Indonesia, many studies on reading motivation have been conducted with senior high school and university students. However, only a few studies have focused on junior high school students, especially those in Islamic junior high schools (Madrasah Tsanawiyah). This educational level is important because students are developing their learning habits and motivation, which may influence their future academic achievement. Therefore, it is necessary to investigate reading motivation among junior high school students. This study uses the Modified Motivation for Reading Questionnaire (MRQ) adapted by Indriayadi (2021), which is based on the Motivation for Reading Questionnaire developed by Wigfield and Guthrie (1997) and refined by Wang and Guthrie (2004). The instrument measures eight dimensions of reading motivation: Reading Curiosity, Reading Involvement, Reading Challenge, Reading Recognition, Reading for Grades, Reading Social, Reading Competition, and Reading Compliance.

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This study was conducted at MTsN 1 Padang Pariaman, where English is a compulsory subject. Based on the researcher's initial observation, students showed different responses during reading activities. Some students were active in reading English texts, asked about unfamiliar words, and tried to understand the texts by themselves. On the other hand, some students seemed less interested in reading, were less active during reading lessons, and depended on the teacher's explanation to understand the texts.

The researcher also had informal discussions with the English teacher. The teacher said that some students completed reading tasks with enthusiasm, while others only read when the teacher asked them to or when the tasks affected their grades. These differences show that students have different levels and types of reading motivation. However, no previous study has examined students' reading motivation at this school using a complete and well-tested instrument. Considering the importance of reading motivation, the limited research on junior high school students in Indonesia, and the different reading behaviors found at MTsN 1 Padang Pariaman, the researcher believes that this study is necessary.

The findings are expected to contribute to the literature on reading motivation among Indonesian EFL learners and provide useful information for English teachers in designing learning activities that increase students' interest, participation, and engagement in reading English texts. Therefore, the researcher is interested in conducting a study entitled "**An Analysis of Reading Motivation among the Eighth Grade Students of MTsN 1 Padang Pariaman**."

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B. Identification of the Study

The present study focuses on describing the reading motivation of the eighth-grade students at MTsN 1 Padang Pariaman. Reading motivation in this study is conceptualized as a multidimensional construct consisting of students' intrinsic and extrinsic motivational orientations toward reading English texts. The study adopts the Modified Motivation for Reading Questionnaire (MRQ) adapted and validated by Indriayadi (2021), which is based on the Motivation for Reading

Questionnaire (MRQ) developed by Wigfield and Guthrie (1997) and further refined by Wang and Guthrie (2004).

C. Formulation of the Study

Based on the background and the focus of the study presented above, the research problem is formulated as follows: What is the profile of the reading motivation of the eighth-grade students at MTsN 1 Padang Pariaman based on the eight dimensions of the Modified Motivation for Reading Questionnaire (MRQ)?

D. Purpose of the Study

Based on the formulation of the problem above, the purpose of this study is: To describe the reading motivation profile of the eighth-grade students at MTsN 1 Padang Pariaman based on the eight dimensions of the Modified Motivation for Reading Questionnaire (MRQ).

E. Significance of the Study

The findings of this study are expected to provide both theoretical and practical contributions.

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1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of knowledge in the field of English language education, particularly in the area of reading motivation among English as a Foreign Language (EFL) learners. By employing the Modified Motivation for Reading Questionnaire (MRQ), this study is expected to enrich the existing literature concerning the multidimensional nature of students' reading motivation and provide additional

empirical evidence regarding students' motivational profiles within the Indonesian EFL context.

2. Practical Significance

a. For English Teachers

The findings of this study are expected to provide English teachers with comprehensive information regarding students' reading motivation across different motivational dimensions. Such information may assist teachers in designing more effective instructional strategies, selecting appropriate reading materials, and implementing classroom activities that encourage students' motivation to read English texts.

b. For Students

The findings are expected to help students recognize their own motivational orientations toward reading English texts. Greater awareness of their reading motivation may encourage students to develop more positive reading attitudes, participate more actively in reading activities, and improve their English learning experiences.

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c. For Schools

This study is expected to provide school administrators with useful information regarding students' reading motivation. The findings may serve as a consideration in developing school literacy programs, improving English learning environments, and supporting instructional practices that foster students' interest in reading.

d. For Future Researchers

The findings of this study are expected to serve as a useful reference for future researchers who intend to investigate reading motivation in different educational contexts. In addition, this study may provide empirical evidence supporting the use of the Modified Motivation for Reading Questionnaire (MRQ) in future research concerning students' reading motivation among EFL learners.

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