Chapter One

Introduction

In the first chapter, the background of the study will be explained. The chapter is divided into six sub-chapters, namely the background of the study, identification of the problem, delimitation of the problem, formulation of the problem, purposes of the study, and significant of the study.

Background of the Study

English Language Education Department is the student who is referred as being a teacher in future. Become a teacher who effective, ELED student should have high motivation in reading, because reading is the one of the strategies to make their reading comprehension better and more motivate to read more. By reading, ELED student could get easy to access such as more information and knowledge. it is line with Goodnough and Hung (2009) stated that effective teachers are required to recognize important skills such as classroom management, development of human, goals of curriculum, learning context, and knowledge of pedagogical content.

Reading is an important activity as a part of people's daily routine. In line with a study by Alireza (2018), reading has become a routine activity in education and achieving academics. In education, teachers tell their students to keep reading with the belief that reading is a window of knowledge to see the world. According to Salikin et al. (2017), reading is the most acceptable and easiest way to obtain information. With reading activity, students are able to get a lot of worldwide knowledge. On the contrary, students cannot recognize or own a curiosity in learning without reading activity.

According to Nasher (2011), reading is a complex activity with various purposes and combination of skills. Moreover, reading activity includes as a basic aspect of studying where students add broader knowledge about the world. Hence, reading activity plays a big role in education as a regular practice to achieve academic success. In addition, reading is perceived as a window of information and the most powerful form of learning and cannot be separated from one's daily life.

When studying for the first time at university, numerous students experience a sense of shock at the learning environment change between school and university. According to Noorizah (2006), academic text in university is recognized as the most superior skill of academic for students. One of the problems that are still found is based on the experience of researcher, there are still many ELED students who find it difficult to understand the context in English academic texts in this department. As we know that the example of reading English academic text such as reading article text, essay, research paper, scrips, conference paper and TOEFL.

Reading motivation is divided into two categories. There are intrinsic motivation and extrinsic motivation (Wang and Guthrie 2004). Intrinsic motivation comes from students read books because they perceive the activity as enjoyable and satisfying. On the other hand, students with extrinsic motivation read because of external regulation, such as motivation to get good scores and share the knowledge to others. In short, intrinsic motivation emerges from students' own interest while extrinsic motivation emerges from external regulation.

Reading motivation is a topic that has been widely discussed. The importance of motivation is that students are able to create their interest in reading by repeating the activity. Students who are motivated in reading can increase their level of reading comprehension and reading achievement. Moreover, result of being motivated in reading is acquiring higher level of

reading achievement (Guthrie & Wigfield, 2017). From the statement, students are expected to be motivated in reading to increase their reading comprehension and achievement; because without motivation, students will face difficulty to understand their reading which will result in reading failure due to lack of motivation (Sani et al., 2011). In addition, Quirk et al. (2010) asserted that reading motivation measurement of pre-service English teachers coordinates with students' reading motivation. Hence, being motivated is necessary for students to possess a strong learning intention and encourage themselves to increase their reading skill and achieve their goals in learning. Furthermore, measuring reading motivation is crucial because it corelates with students' reading motivation.

This study was carried out to measure the reading motivation of English academic text level of ELED students and what constructs affected their motivation in reading academic texts. The reason as to why ELED students to be a target in this study, because effective and qualified teachers are required in implementing reading in the classroom. Based on a study by Yin (2015), highly qualified teachers are necessary for reading course. Hence, the researcher chose ELED students as the participants to measure academic text reading motivation as the main topic of this study.

There are several significant skills for teachers, such as developing teacher's knowledge, abilities, skills, and position or character to create more effective learning atmosphere. Goodnough and Hung (2009) stated that effective teachers are required to recognize important skills such as classroom management, development of human, goals of curricula, learning context, and knowledge of pedagogical content. In addition, before becoming a real teacher, ELED students should understand their roles to be a professional and better teacher.

Furthermore, reading text being investigated in this research was English academic texts. This study investigated students' reading motivation of Academic text. Based on the researcher's experience in taking the course, reading articles were perceived as a new experience where students were required to comprehend the text and interpret it into a bibliography text. Based on the observation, students struggled to comprehend the text, even for students who were interested in reading the text articles. Hence, the researcher wants to know whether the reason they read the English academic text included the intrinsic motivation or extrinsic motivation. the researcher wants to get the result with quantitative in order to get specific information and data.

Identification of the Problem

There are several problems faced by English Language Education Department (ELED) students at one of the private universities in Yogyakarta related to reading motivation of English academic text. First, based on the researcher's experience, most of ELED students lacked the interest in reading an academic text, especially in English. Because many friends of the researchers feel confuses when they were giving an assessment that related to the English academic text. Second, in ELED students' lack of motivation in intensive reading at college level even though intensive reading motivation should be possessed by ELED students who planned on being a teacher. Numerous ELED students did not realize the importance to have intensive reading motivation especially in academic text. Additionally, the students (referred as ELED students in this study) should possess a lot of knowledge and comprehend the reading materials as a form of preparing their teaching program material later.

In addition, this became a crucial issue for teachers who are required to develop their reading knowledge in classroom. Based on said problem, it was necessary to measure their level of articles reading motivation.

Therefore, the researcher was intrigued in investigating the reading motivation of English academic text level of ELED students at one of the private universities in Yogyakarta who planned to become a teacher. Moreover, the researcher investigated the constructs that motivated students to read English academic texts.

Delimitation of the Problem

This study focused on measuring ELED students' level of motivation to read and their highest constructs of reading motivation of English academic text. English academic text that is discussed in this research is about such as journal article text, TOEFL test, conference paper and all of the text academic that often faced in the university. Furthermore, this research is only be based on the motivation reading English academic text in English Education Department of one of the private universities in Yogyakarta.

Formulation of the Problem

The research questions are formulated as follows:

1. How is the level of reading motivation of English academic text?
2. What are the highest constructs that motivated students to read English academic texts?

Purposes of the Study

The research is purposed as follows:

1. To know the level of reading motivation of academic text at English Language Education Department.
2. To know the highest constructs that motivated the English Language Education Department students to read English academic text.

Significances of the Study

The result of the research is expected to be useful teachers, students, and institution of the English Language Education Department at one of the private universities in Yogyakarta. The researcher also hopes the finding of this research can make the other researcher wants to more research about the other problem of motivation. Then, this study is expected to give contribution to several parties. They are:

Lecturers

This study is expected to be beneficial for lecturers. By reading this study, lecturers will know the reading motivation level of academic text at the university, and they are also expected to be able to create suitable strategies for their students, such as reading book to achieve their learning goals. In addition, the lecturers will know the strategies mostly used by students to increase their motivation to read.

Students

Students, especially ELED students, will know the benefit of reading English academic text. Thus, they will know their level of reading motivation of English academic text to be evaluated later on. Hopefully, the students are able to like reading English academic text more in every situation based on their goals to better develop their reading comprehension skill.

Institutions

This paper will also be beneficial for institutions. The institutions will know ELED students' reading level at one of the private universities in Yogyakarta especially for English for

Academic Purposes (EAP) books; thus, the institutions are expected to support students' reading comprehension skill to be better. Furthermore, the institutions could complete the novelty of the previous research to richen the topic regarding second language (L2) reading motivation to achieve students' academic success.