

ABSTRACT

This study aims to explore students' motivation and perception in reading English texts. Using a qualitative descriptive approach, the research involves 50 high school students from a school in Indonesia as participants. Data were collected through questionnaires and semi-structured interviews to gain an in-depth understanding of the factors influencing students' motivation and perception. The results indicate that both intrinsic and extrinsic motivations play significant roles in students' reading interests. Students with intrinsic motivation tend to read for personal enjoyment and language skill improvement, while extrinsic motivation is influenced by factors such as academic grades and curriculum demands. Additionally, students' perceptions of English texts are affected by the difficulty level of the texts, the relevance of the material to their daily lives, and support from teachers and the learning environment. These findings suggest the importance of teaching strategies that can enhance students' intrinsic motivation, such as selecting engaging and relevant reading materials and creating a supportive learning environment. This research provides insights for educators to design more effective programs to improve students' English reading skills.

Key Words: Motivation, preception, reading English Text