

INTRODUCTION

1.1. Background of Study

One of the most important aspects of human interaction is language. Every nation has a distinct language, even Indonesia. Each area or province has a foreign language. In this era of globalization, English has emerged as the language that is most frequently spoken. English is spoken by over a million individuals worldwide, either as their first language, second language, or foreign language. English is the most widely used language in the world today, according to Nishanti (2018), hence its significance cannot be downplayed or ignored.

Reading proficiency in English has become an essential skill for students worldwide, given the language's dominance in academia, global communication, and professional environments. However, the motivation to engage with English texts varies significantly among students, influenced by a myriad of factors. Understanding these factors is crucial for educators, policymakers, and curriculum developers aiming to enhance reading motivation and, consequently, reading competence (Kasim & Raisha, 2017).

This research explores the diverse elements that influence students' motivation to read English texts. It delves into both intrinsic and extrinsic motivators, examining how personal interests, self-efficacy, and goal orientation impact a student's willingness to engage with English reading materials (Ahmadi & Hairul in Ahmadi et al, 2013). Additionally, it investigates the role of external factors such as instructional strategies, classroom environment, and socio-cultural influences.

The ability to read proficiently in English is increasingly recognized as a fundamental skill in our globalized world. English, being the predominant language of academia, international business, and digital communication, holds a vital position in educational systems worldwide. However, despite its importance, there remains a significant disparity in students' motivation to read English texts. This disparity not only affects their academic performance but also their future career opportunities and overall engagement with the global community (Elachachi, 2015).

In many educational settings, students demonstrate a reluctance or lack of interest in engaging with English reading materials. This disengagement can lead to poor literacy outcomes, limiting students' ability to succeed in various academic disciplines and reducing their competitiveness in the job market. Moreover, without a strong motivation to read, students

may miss out on the cognitive, cultural, and intellectual benefits that come from engaging with diverse texts (Deci & Ryan, 2000).

Understanding what drives or hinders students' motivation to read English texts is essential for developing effective teaching strategies and educational policies (Arbianty:2011). Teachers often struggle to find the right methods to inspire their students, while policymakers grapple with designing curricula that can cater to diverse motivational needs. Identifying the key factors influencing reading motivation can lead to targeted interventions that make reading more appealing and accessible to students (Hayuningtyas:2023) .

According to Cambria and Guthrie (2010), motives include confidence, interest, and dedication. A motivated student reads because he thinks it's important; an enthusiastic student reads because he enjoys it; and a self-assured student reads because he knows he can do it. Motivation was defined by Wigfield, Metsala, and Cox (1999) as personal traits including objectives, beliefs about one's own competence, and needs that affect one's actions and accomplishments. They maintained that pupils' motivation and desire to read are the reasons why they wish to read.

Furthermore, the current global educational landscape is rapidly evolving, with increasing emphasis on online learning and digital resources. This shift necessitates a deeper understanding of how these new environments affect students' reading motivation. The COVID-19 pandemic has further highlighted the importance of self-motivated learning, as students are often required to engage with texts independently in remote settings. Addressing motivational issues is, therefore, more pressing than ever.

In summary, the urgency of this thesis lies in its potential to bridge the gap between students' current reading behaviors and the optimal engagement required for their academic and personal growth. By uncovering and addressing the factors that influence students' motivation to read English texts, this research aims to contribute to more effective educational practices, better literacy outcomes, and ultimately, more empowered and capable individuals ready to thrive in a globalized world.

The study is grounded in various motivational theories, including Self-Determination Theory (SDT), Expectancy-Value Theory, and the socio-cognitive model of motivation. These theoretical frameworks provide a comprehensive understanding of how different motivational factors interact and affect reading behavior.

The findings of this study aim to inform educational practices and interventions that can effectively foster a love for reading in English among students. By identifying key motivational drivers and barriers, this research seeks to contribute to the development of strategies that enhance reading engagement, thereby improving overall literacy outcomes.

1.2.Problems of Study

Based on the the background of the study above, the probelems of the study are formulated below:

1. What intrinsic factors influence students' motivation to read English texts?
2. What extrinsic factors influence students' motivation to read English texts?
3. What differences exist in reading motivation among students of different demographic backgrounds?
4. How does motivation to read English texts vary across different age groups, gender, and socio-economic status?

1.3.Objectives of Study

In relation to the problems of the study above, the objectives of this study are atated below:

1. To find out what intrinsic factors influence students' motivation to read English texts
2. To find out the extrinsic factors influence students' motivation to read English texts.
3. To find out the differences exist in reading motivation among students of different demographic backgrounds
4. To find out how motivation to read English texts varies across different age groups, gender, and socio-economic status.

1.4.Scope of Study

In order to limit the discussion of the topic, the resercher will only focus the research on the students' motivation in reading English texts.

1.5.Significances of Study

a. Theoretically

1. By identifying and analyzing both intrinsic and extrinsic motivational factors, this research offers a comprehensive framework that integrates various elements affecting students' motivation. This framework can serve as a basis for future studies aiming to explore similar phenomena in different contexts or with different student populations.
2. The study broadens the theoretical understanding of how socio-cultural factors impact motivation. It provides empirical evidence on the role of cultural attitudes,

societal expectations, and community influences, thereby enriching the existing literature with new dimensions of motivational theory.

b. Practically

1. For Students:

By uncovering the factors that motivate students to read English texts, the study provides insights that can help students understand their own motivational drivers. This self-awareness can lead to increased engagement and enjoyment in reading, fostering better academic performance and personal growth.

2. For Teachers:

The findings can help teachers design and implement instructional strategies that are more effective in motivating students to read. By knowing what motivates their students, teachers can create lesson plans and activities that are more engaging and relevant to their interests.

3. Professional Development

The research can inform teacher training and professional development programs by highlighting the importance of motivational strategies in teaching reading. Educators can learn new techniques and approaches to boost students' motivation, thereby improving their teaching effectiveness.