THE ROLE OF MOTIVATION-REGULATION IN MASTER STUDENTS' ACADEMIC READING

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Abstract: Motivation is a paramount aspect in the learning process. It is a drive that encourages students to achieve better learning results. In the process of accomplishing the learning task, students might encounter difficulties that can demotivate them. Therefore, motivation-regulation is needed to maintain students' motivation in completing the task. Abundant studies have been conducted to explore master students' academic reading. Yet, little research has explored master students' motivation-regulation in academic reading. This research sought to discover the role of motivation-regulation in master students' academic reading. Mixed-method research was employed to find out the role of motivation-regulation in master students' academic reading in which questionnaires and interview were conducted to compile the data. The research took place at the English Education Master's Program of Sanata Dharma University from February to April in 2020. There were 14 master students involved in this study. The findings showed that there were three roles of motivation-regulation in master students' academic reading: (1) maintaining students' self-efficacy in academic reading which enables them to accomplish the academic reading task; (2) arousing students' intrinsic interest in academic reading which empowered them to maintain their motivation in the process of academic reading task; (3) sustaining positive emotion towards academic reading task. The researchers concluded that the students in this study are capable of regulating their motivation in an academic reading task. This study proposed two suggestions for future research.

Keywords**:** motivation; self-regulated learning; motivation-regulation; academic reading

INTRODUCTION

Reading is an intricate process which involves an interaction between readers' contextual knowledge and writers' ideas (Sohail, 2015). Reading activity requires readers' understanding while they are receiving written information and trying to comprehend the ideas. Reading is an interplay communication process between reader's prior knowledge and the author's ideas expressed in the passage (Akarsu & Harputlu, 2014). Therefore, readers need complex skills that will help them to grasp authors' purposes and intention.

Abundant types of reading has been utilized in the learning activity, amongst types of reading is academic reading. Academic reading differs from reading in general in which it encompasses philosophies and various advanced vocabularies (Sohail, 2015). It requires students to act and respond upon the information. Academic reading is commonly employed in higher education. Higher education students, particularly master students, will be exposed to read recent research and will be demanded to work on academic task, such as academic reading and writing.

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The shift from undergraduate to master degree often requires academic adjustment to the students. The main adjustment experienced by master students is the adaptation with the nature of academic reading activities (Alghail & Mahfoodh, 2016). In the context of Indonesia, the different number of academic reading text in undergraduate compared to master degree might cause shock for master students since Indonesia has a low reading culture (Tahmidaten & Krismanto, 2020). In other words, students are not accustomed to having reading habits. The utilization of advanced vocabulary in academic reading can be a challenge for Indonesia master students because English is not their mother tongue. Alghail and Mahfoodh (2016) affirm that master students need more time to deal with academic reading. Another shift faced by master students is the complexity of reading tasks from asking general questions into more advanced comprehending task (Cirino, Miciak, Gerst, Barnes, Vaughn, Child, & Warren, 2016). Due to the complex demand of academic reading as well as the impediments encountered by master students which can lower their intention to complete the task, motivation-regulation is needed to maintain or increase their motivation in academic reading task completion.

Motivation-regulation is needed to be implemented by master students in academic reading since it assists them when they encounter difficulties in the process of academic reading tasks. The challenges faced by master students can lower their motivation in the process of reading. A few studies have been done to investigate master students' academic reading (Bharuthram & Clarence, 2015; Singh, 2015; Sohalil, 2015; Alghail & Mahfoodh, 2016). However, lack of specific research on master students' academic reading in Indonesia arouses researchers' interest in exploring the topic. Therefore, this research was conducted to fill in the gap in the educational field by seeking the roles of master students' motivation-regulation in academic reading.

Motivation-regulation can be defined as an effort that students made to control their motivation (Wolters, 2003). Students who regulate their motivation will attain better achievement than those who less regulate their motivation. Indeed, learning is a challenging process in which problems or difficulties arise in a daily basis. The hardships experienced by the students could demotivate them in task completion. Therefore, maintaining and increasing motivation is essential in the journey of goals attainment.

Further, Pintrich and De Groot (1990) come up with a model of motivational components that are related to motivation-regulation learning. The model encompasses three motivational components, namely, expectancy component, value component, and affective component (Pintrich & Degroot, 1990, p. 33). Expectancy component is a belief that students are capable of performing their task. Expectancy component encompasses self-efficacy and cognitive strategies. Self-efficacy is elaborated as a belief that students can successfully perform the given

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academic task (Bandura, 1997). Students who have high self-efficacy will give enormous effort on the process of performing a task and more likely to achieve better result than those who have low self-efficacy (Bandura, 1997). Expectancy component also includes the use of cognitive strategies or metacognition which encompass three processes, namely, planning, monitoring, and evaluating (Graves, Juel, & Graves, 2001). It can be concluded that "students think before reading, while reading and after reading" (Mbato, 2019, p. 93). It is believed that students who use more cognitive strategies demonstrate more endeavor on a task than students who do not utilize cognitive strategies (Pintrich & De Groot, 1990).

According to Pintrinch and De Groot (1990), "value component involves students' goals for completing a certain task, the importance for doing the task, and students' intrinsic interest of doing the task" (p. 34). Value component highlights on the reasons why students complete a particular task. The reasons underlined in doing a task will affect students' interest in accomplishing the task as well. Students who have high intrinsic interest in a specific task will also have high motivation rather than those who have low interest (Handriana, Ismail, & Mahdum, 2013).

Affective component involves students' emotions towards the task (Pintrich & De Groot, 1990). There are several affective reactions arise in the classroom yet the most occurred reaction is anxiety (Wigfield & Eccles, 1989). Anxiety can influence students' motivation in accomplishing a task. Students with high anxiety tend to avoid accomplishing difficult tasks (Hill & Wigfield, 1984).

Students' ability in maintaining what they are doing is a paramount aspect in task completion. By having motivation-regulation students will likely to maintain their motivation in accomplishing a particular task. Therefore, they will be willing to devote more effort in performing a given task. Students will be able as well to choose an effective strategy in the process of accomplishing a task.

METHOD

This research employed mixed-method research in order to gather and analyze the data. Creswell and Clark (2011) state that "mixed method is a procedure for collecting, analyzing, and mixing both quantitative and qualitative data in a single study or a series of studies to understand a research problem" (p. 535). Quantitative research was employed to collect the primary data, whereas, qualitative research was utilized to obtain in-depth findings to support data gained from primary instrument.

The participants were English Education Master Students of Sanata Dharma University of Yogyakarta. The participants consisted of 14 Master's program students' batch 2019. The researchers collected the data through different instruments, namely, questionnaire and

interview. The adapted questionnaire from Mbato (2013, p. 150) was distributed to collect the quantitative data. The questionnaire consisted of 18 items of Likert-scale statements that accommodate motivational components and 2 open-ended questions asking the challenges of academic reading as well as the strategies used to solve the problems. The researchers calculated the total number of the participants who selected each category. The researchers transformed the numbers into percentage form. To have deeper understanding of participants' perspective, the researchers conducted an interview with each participant. Voice recording was used to record participants' utterances during interview. Then, the researchers transcribed the recordings and coded the data to generate emerging themes which would be used for analyzing and interpreting the data.

FINDING AND DISCUSSION

The Roles of Master Students' Motivation-regulation in Academic Reading

Based on the findings of the questionnaire, there are three roles of motivation-regulation in academic reading as what was proposed by Pintrich and De Groot (1990). These three roles encompass expectancy, value, and affective components. These three roles are explained below.

Expectancy

Pintrich and De Groot (1990) affirm that expectancy component is a form of students' self-efficacy or beliefs about their capacity to accomplish a certain task. Expectancy component encompasses student's self-efficacy and cognitive strategies. Self-efficacy is a faith hold by the students that they can successfully perform an academic task (Bandura, 1997).

Based on the questionnaire results, students demonstrate high self-efficacy within themselves. Figure 1 presents a positive result regarding statements of self-efficacy. Students believe that they are able to accomplish an academic reading task. Quoted from Bandura (1997), students with high self-efficacy are those who will achieve a better result than those who have low self-efficacy. The previous statement support the findings of this study in which master students believe that they can accomplish the reading task. Therefore, they become more motivated and devote immense effort to complete the task.

Hereafter, the data from interviews pinpoint that students perform a high self-efficacy in academic reading. P2 states that "*I believe in my ability. So far, I can understand the reading passage and I can finish the reading task.*" P1 and P3 also share the same perspective. Based on the tangible evidence aforementioned, the researchers conclude that master students have self-knowledge, particularly in believing their capability. The participants yield more effort into the process of completing the task. Therefore, they could perform better and achieve a better result.
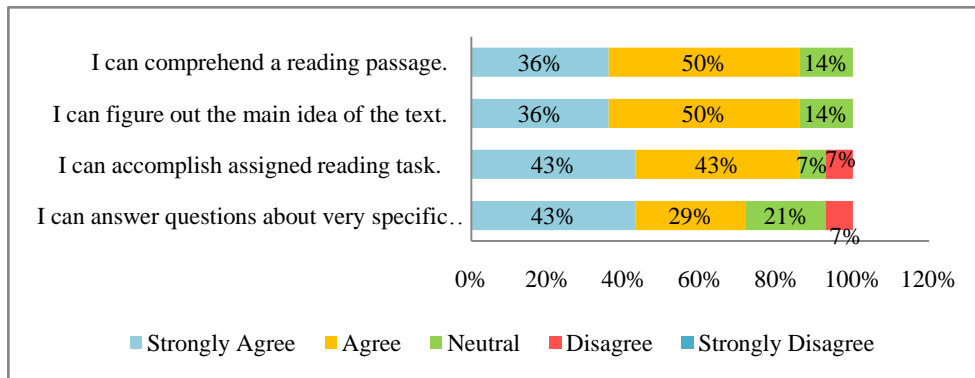
Figure 1. Master students' self-efficacy in academic reading

Value

Value component is elaborated as students' goals for the task, the importance in doing the task, and their intrinsic interest in doing a specific task (Pintrinch & De Groot, 1990). Value component mostly highlights the reasons why students doing a particular task. The reasons come from internal and external factors. However, students who have a high intrinsic interest in a specific task have a higher motivation than those who have low interest (Handriana et al., 2013).

Figure 5 shows students' interest in academic reading. The results present that students' interest in academic reading emerges from internal factor. Students perceive that reading journal articles is important for their future, specifically in cultivating their knowledge. Reading journal articles could help master students in the academic writing task as they are used to reading professional academic task. The findings of this study are supported by Handriana et al., (2013); Langit, Slameto, and Setyaningtyas (2018) who claim that internal motivation is more effective in driving students to dedicate great effort in task completion. Students' intrinsic motivation can be seen from their active participation in the classroom (Astriningsih & Mbato, 2019; Asiyah, Walid & Kusumah, 2019). In addition, another internal factor that arouses students' interest is that evidence that reading journal articles could broaden students' insight. This is inline as well with Pintrich and De Groot (1990) who claim that students who perceive that the task is captivate and crucial will put more effort into the accomplishment of the task.

Based on the interview, the participants affirm that they have intrinsic motivation in reading an academic task. P1 states *that "My goal in reading is to know recent issues in the educational field."* He adds that he gains more knowledge besides accomplishing an academic reading task. In line with that, P2 says that by reading academic text, he could enrich his knowledge regarding subject-specific skills. Furthermore, he obtains many vocabularies, specifically transition signals that are useful for his writing task. P3 shares the same ideas as well. She adds that she is captivated in reading academic task since she is eager to flourish her

knowledge. She realizes that by reading academic text she could enhance herself and knows how to choose relevant journal article. These findings are supported by Sengupta (2002) who articulates that academic reading provides fruitful merit for students, especially in providing particular insight in any major. In summary, master students have different goals and interests in reading academic text. The internal motivation leads them to the positive feeling and willingness to read academic text.
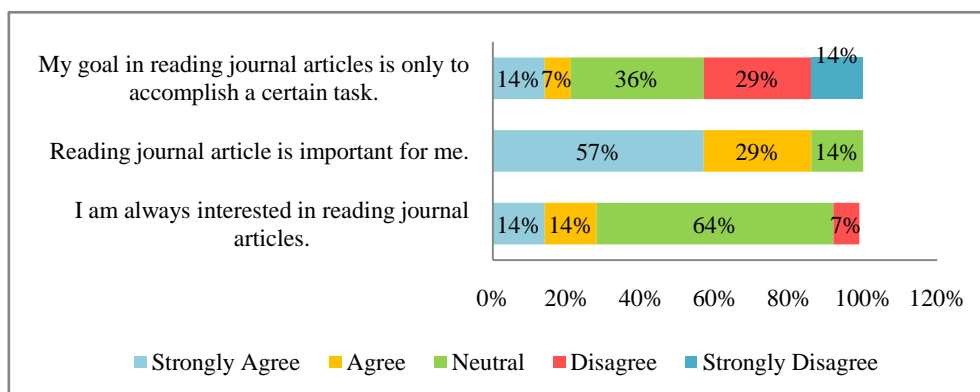

Figure 5. Master Students Academic Reading Interest

Affective

Affective component is students' emotions towards the task (Pintrich & De Groot, 1990). There are several affective reactions happen in the classroom yet the most occurred reaction is anxiety (Wigfield & Eccles, 1989). Anxiety is a normal feeling experienced by humans. However, anxiety can influence students' motivation in accomplishing a task. Students with high anxiety tend to avoid accomplishing difficult tasks (Hill & Wigfield, 1984).

Based on Figure 6, master students have positive emotions during the accomplishment of academic reading. Master students feel comfortable to read the academic text. Many of them do not feel frightened and anxious during reading academic text. The results of these findings are supported by Altman, Valenzi, and Hodgets (1985) who state that affective component can be defined as an emotional response towards a certain object. The emotional response could be like or dislike, happy or sad, and love or hate (Altman et al., 1985). Positive emotion is pivotal, particularly in students' achievement. It is believed that emotion affects students' performance (Mega, Ronconi, & Beni, 2014). Students will yield better performance if they do not feel tense in the classroom.

The interview results indicate that master students have positive emotions towards academic reading. P2 emphasizes that *"I have never felt anxious because I always perceive this activity as enjoyable and meaningful. Academic reading activity will empower my future career when becoming a lecturer."* He adds that he always maintains his positive emotion whenever he read many kinds of journal. Moreover, P3 admits that the first time she had an academic reading

task, she was confused and stressed. The reason was she could not understand the reading text due to the use of advanced vocabulary. As time goes by, she keeps telling herself that everything is going to be fine. P1 also shares the same experience as P3. P1 expresses that *"Sometimes, I feel anxious and uncomfortable because I find difficult vocabulary."* This finding is in line with Kheirzadeh and Tavakoli (2012); Mahfoodh (2014) who reveal that one of the difficulties faced by master students in academic reading is an advanced level of vocabulary. Despite the difficulty faced by P1, he has an effective strategy to overcome his negative feeling. He confirms that he always tries to regulate his emotion in order to relax. In summary, maintaining positive emotion is paramount in academic performance. Positive emotion will enable students to enjoy the process and attain a wide array of information easily.
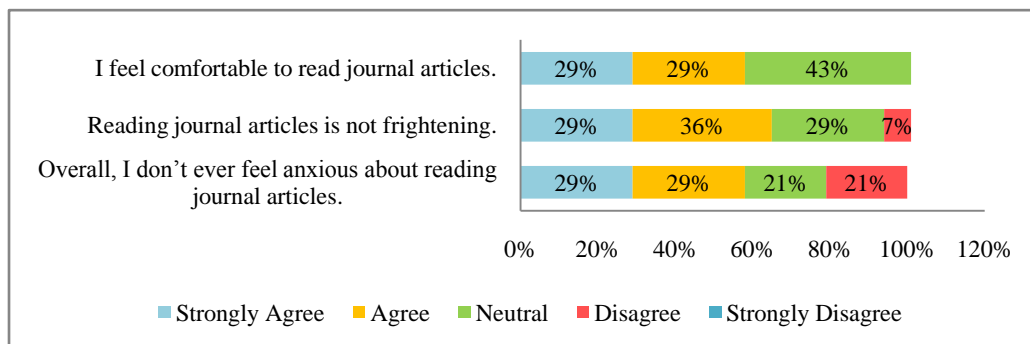

Figure 6. Master Students' Affective in Academic Reading

CONCLUSION

Given these results, master students have a high motivation-regulation in academic reading. Dealing with academic reading in higher education, students will encounter difficulties. The hardships experienced by students become demotivation factors for them to accomplish the task. Therefore, students need to maintain their motivation that assists them in completing the task. The findings show that master students demonstrate motivational component in their academic reading process. Master students had a high self-efficacy in academic reading. The students believed that they could perform well in an academic reading task. In the process of reading academic text, master students had an intrinsic interest in the task. They perceived that academic reading was important. Through engaging in academic reading activity, students thrive their knowledge. The students realized their role as life-long learners. Therefore, they were willing to engage in reading activity. Moreover, master students had positive emotions towards academic reading. Those motivation components are closely related to motivation-regulation which has significant roles in helping master students to maintain their motivation in academic achievement. Students who are capable to regulate their motivation will perform better in the classroom. Nevertheless, this study has several shortcomings. First, the study was conducted in a small scope. Therefore, the findings could not be generalized. Future study investigating

similar context with different participants is suggested. Second, this study aimed merely to explore role of motivation-regulation in academic reading. Therefore, exploring the correlation between master students' motivation-regulation and academic reading achievement is worth to be investigated.

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