

I (Do Not) Like Reading!: A Narrative Inquiry into Indonesian Highschoolers' General Reading Motivation

Astra Belinda

The Graduate School, Widya Mandala Catholic University Surabaya

Email: astrabelinda@gmail.com

Abstract

The study of motivation has been going around in educational field for years long, but the issue is there are not many studies which specifies in reading motivation, specifically for EFL and/or ESL students. Looking upon this concern, this narrative inquiry study tried to recognize the reasons behind the reading motivation amongst the students, particularly from Blue Star Senior High School, through the Self-determination Theory (SDT) principle from Deci & Ryan (1991) and some other possible social aspects, such as: family and peers. It was later found out that in general, Blue Star Senior High School's students are more likely to be extrinsically motivated when they read and the biggest encouragement to their extrinsic motivation is their social circle. While for our main participants, their past experiences were the ones that played important roles in constructing their motivation, either intrinsically or extrinsically.

Keywords: General Reading, Motivation, Self-determination Theory (SDT), Narrative Inquiry

1. INTRODUCTION

Born and educated in a family who loves books and any other reading materials, I grew to be very fond of reading activity even until now. In my unpretentious thought, I believe that everyone must love reading because it can give us such an enjoyment where we could play with our imagination and perception in giving meaning to the written words; this belief then flounder once I started teaching ESL in Blue Star Senior High School in which I found out that a vast majority of my pupils dislike and perform poorly in reading class. As a teacher, I realize that it is my responsibility to find the best way in encouraging my students to read, and so I try as many ways as possible, whether it is through giving them additional points as reward or positive feedback. Still, these ways do not improve my students' reading motivation –they are still asking their 'able' friends for help, or copying someone else's answer, or the worst part is doing nothing.

Upon teaching for some years, I take this complication to be both intriguing and bleak since reading is definitely a skill that every student needs to acquire in their academic journey; I initially thought it is because I am teaching English, which in my country is still classified as a foreign language, but later I also found out that the low reading motivation issue also takes place in any other subjects which require lots of reading, although it is in the students' L1.

In regards to this problem, then, I looked up to some information about motivation and reading; it is often mentioned that motivation itself is a main navigator in every

single activity, including language learning (Ryan *et al.*, 2009). In point of fact, language learning and motivation are strongly related to each other because motivation is highly responsible for the learner's success, especially in SLA (Dörnyei & Csizer, 1986, cited in Al-Ghamdi, 2014, p.3). – it is believed that students with high motivation are more likely to be successful in mastering second language which is associated with exhausting and long processes (Oxford & Shearin, 1994, p.12). One of the learning processes that is included is reading itself since it could provide new insights to the students, such as: vocabulary enrichment, grammatical and phonological awareness, discourse structure, and the proficiency to comprehend a text as a wholesome unit (Salikinet *al.*, 2017, p.81), yet, what it should also be noticed that reading is a complex activity.

Several studies have also been conducted in order to observe the relationship between motivation and reading (Abdullah, 2014; Salikinet *al.*, 2017; Kirchner & Mostert, 2017) and all of them came upon the same decision which mentioned that motivation, intrinsic or extrinsic, are very crucial in encouraging the learners to read, but there is a missing puzzle piece that has yet to be determined: how can a learner establish his/her reading motivation?

Research Questions

Pertaining to this gap and the aim to help some teachers and/or practitioners in deeper understanding towards how motivation is actually established within every student, within the boundary of reading for general comprehension in both of L1 and L2, I proposed two research questions to be answered in this research:

1. What are the general trends of reading motivation among students of Blue Star Senior High School?
2. How do focal participants' experiences establish reading motivation?

2. LITERATURE REVIEW

2.1. Motivation

What is motivation? Motivation is “*an element which invigorates and points the way for human behavior*” (Dörnyei, 1998, cited in Bravo *et al.*, 2017, p.100), means that motivation is a point which leads us to our purpose and helps us to endure every possible challenges by activating our persistence and intention. Acknowledging the importance of this, the study of motivation has been going around in language learning field for a long time, leaving lots of history on its theories' development, until in early 1990s where the state-of-the-art theory called Self-determination Theory (SDT) was introduced by Deci, Ryan, Vallerand, and Pelletier.

It is explained in SDT that we also possess three inherent needs that needs to be fulfilled: competence, relatedness, and autonomy. Competence need refers to our desire to express our competence in several opportunities and this leads us to constantly challenge ourselves in pursuance of self-development. Relatedness, on the other hand, remarks our aspiration to be associated to others, either it is with other individuals or community. Autonomy, which is the most important need, reflects our eagerness to have a control on our own learning and interests without any internal or external force.

Through the explanation on Self-determination theory and three inherent needs above, came out two types of motivation that we are familiar with: internal and external motivation. Internal motivation itself is defined as those who accomplish an action out of interest and the indulgence in doing it will be the reward, while extrinsic motivation is related to those who are engaged in an activity due to external after effect, e.g.: rewards, social approval, avoidance of punishment, etc. (Ryan & Deci, 2017, p. 14). Each of these motivations is well-explained in the two of SDT mini theories called: Cognitive Evaluation Theory (CET) and Organismic Integration Theory.

2.1.1. Cognitive Evaluation Theory (CET)

Cognitive Evaluation Theory (CET) is a mini theory from SDT which deals with intrinsic motivation, particularly the possibility of the loss of intrinsic motivation due to rewards/punishment and feedback. Usually, negative feedback or punishment will keep someone from being internally motivated, but, there are times when people show decrease to their internal motivation after they were given a reward or positive feedback – this is what then be called as '*counterintuitive finding*'. In counterintuitive finding, it is believed that when someone is constantly given reward or positive feedback, he/she will no longer feel challenged and not be able to fulfill the competence and autonomy needs (Deci & Ryan, 2017, p. 125; Reeve, 2012, p. 156).

2.1.2. Organismic Integration Theory

Organismic Integration Theory, in contrast, learns about extrinsic motivation. According to this theory, there are two main processes in embedding motivation: internalization –'a process of active learning and self-extension' and integration – a process where the practices, values, and behavioral regulations of society are being adapted by the learner (Ryan & Deci, 2017, p.180).

As every people has their own ways to integrate and internalize an external value, which is also influenced by their degree of autonomy, this theory then proposed four different degrees of ownership of beliefs and behaviours as the results (Reeves, 2012, p.155; Ryan & Deci, 2004, p.17): 1) External regulation –a person engage in an activity in order to obtain a reward or to avoid a punishment (*e.g.*: doing something to get a reward or avoid a punishment); 2) Introjected regulation –doing something with a purpose to maintain self-worth in the eyes of others or to avoid guilty feeling (*e.g.*: a student who is involved in a student organization would keep their score higher than the others to keep their status); 3) Identified regulation –an individual sees value in the activity and willingly internalized it into self-commitment (*e.g.*: a student will learn vocabulary and grammar seriously because he/she realizes that they are important for the writing skill); 4) Integrated regulation –it arises when an individual evaluates and brings an external value into self –values, goals, and needs (*e.g.*: a student goes to the school every day because it is his/her identity –as a student

2.2. Reading

What is reading? Many of us take reading as a simple activity where we only need to take a look onto a print and grasp the information. However, reading goes beyond that boundary. Grabe (2009, p.14) defined reading as a holistic scheme that involves many processes when it is done, for instance: comprehension process, evaluative process, learning process, and linguistic process, while Ahmed (2016, p.1) stated reading as a skill where the reader should not only be able to visually recognize the symbols, letters, words, sentences, but also fathom the meaning the writer tries to address.

By means of the definition, we should also acknowledge that reading helps us to stay connected to and make sense of the society and/or the world (De Naeghel, Van Keer, Vansteenkiste & Rosseel, 2012, p. 1018), especially that in this 21st century, where literacy systems are no longer bound in printed version, but also in electronic ones, meaning that modern citizens are expected to be critical readers, as what Grabe (2009) stated '*electronic communication growth, rather than compensating for weak literacy skills, only amplifies the need for skilled reading abilities*' (p.6).

2.2.1. Reading motivation

Reading motivation is a strong factor in one's reading capacity which assembled by three main things: intrinsic motivation, self-efficacy, and goal mastery (Grabe, 2009, p.182). Intrinsic motivation account for the positive attitude, inner curiosity, and inclination to challenge and involvement in reading, while self-efficacy refers to self-confidence in finishing the challenging reading process, and last but not least, these two characteristics will not be complete if the reader has no purpose in doing the reading; therefore, goal mastery is indeed essential in effectuating the reading motivation.

2.2.2. Differences in L1 and L2 reading

L2 reading is characterized by several factors, which also become the likely difficulties found in doing it. The first characteristic is the different language base (e.g.: vocabulary and grammar) which could make the L2 reader feel daunted; because of the dissimilar word-sound and/or sentence forms, the L2 reader might feel as if they are not capable or do not have enough background knowledge to understand the reading. The second characteristic is the need of L2 reading strategies; learning to read in L2 also needs several personal strategies that are also applied in L1 reading. In this case, it is highly possible for those with mediocre L1 reading to struggle in supporting themselves during L2 reading (Grabe, 2014, p.11; Grabe & Stoller, 2002, pp.34-56)

2.2.3. Home environment

Home is the first environment which introduces literacy to the children, and that is why this place has a huge influence towards children's reading motivation. There are several substantial factors that highlight the roles of home literacy environment. Firstly, access to reading materials –by giving the children an access to limitless reading materials regardless their reading abilities, we actually encourage them to be acquainted

with reading activity and later develop their reading skill. Second factor is exposure to reading sources –children who are disclosed to reading materials frequently would be more likely to have an interest in literacy which later would bring positive effect to their academic achievement as well, and third factor is parents' involvement – parents who are more actively engaged in their children's literacy development are believed to have children with better reading competence and achievement, yet, it is also important for parents to remember that they should not be authoritative in doing so (Matvichuk, 2015, pp. 9-13).

This kind of ideal environment, however, might not be found in broken home situation. Fagan (2012, p. 462) in his study stated that divorcing parents experience has a greater negative effect in comparison to cohabitating partners or normal family background in terms of children's literacy competence since the parental involvement, well-being, and emotional climate are very unstable, hence, making the children's mental condition and relationship to the parents deteriorated.

2.2.4. Peers aspect

Next to family, the other influential social circle would be peers. Peer circle which enjoys reading, as suggested, could bring positive attitude and giving reading choices to the others who dislike reading; it is because the member who initially disfavours reading might feel afraid of missing out and be ignored in the circle's conversation as he/she does not follow the latest trend that can be found through reading (Merga, 2014, p. 472-482). This phenomenon is what Christakis & Fowler (2013) mentioned as 'social contagion theory' – a theory which explains that the adolescents who interacts with peers, who happens to be interested in reading, might eventually have the same interest as the related friends (as cited in Cooch and Kim, 2016, pp.5-6).

3. METHODS

3.1. Design & Sampling

This study applied narrative inquiry as this design allows me to appreciate and make sense of my participants' experiences before trying to narrate it into a plausible explanation. While for the sampling technique, I applied purposive sampling technique as my chosen participants should fulfil several conditions: 1) The participants were chosen based upon their questionnaire results and 2) The chosen participants were involved voluntarily in the study and had confirmed their availability before the data collection procedures were done. There were four participants in total, with the specifications of two high-motivated readers and two low-motivated readers.

3.2. Instruments

This study employed two types of instruments as the data resources. The first instrument was the adaptation of Motivation Reading Questionnaire (MRQ) from Wigfield & Guthrie – this questionnaire originally has 53 questions in total, but I adjusted it into a 27-items-questionnaire. The second instrument was the participant's story that took form in self-written story and interview transcript. The latter instrument

was the backbone of the overall narrative inquiry study since it carried the participant's story which might be relatable to the readers' experiences and help them to reflect on it.

3.3. Data Collection Procedures

There were three phases in data collection procedures with the distribution of MRQ survey to the Blue Star Senior High School (*pseudonym*) students as the first phase. This initial phase was done under an aim to find the general trend in reading motivation between the students and to find the prospective study participants. Following after was the second phase where I had chosen the four participants, asked for their consents, and asked them to write down a reflective story regarding their reading experiences. Through their self-reflective story, I then started to get in with their respective experience and later, in the third phase, waded through the overall story with private interview session with each of the participants.

3.4. Data Analysis

Soon after the data were collected, I firstly analysed the MRQ results to find out about the general trend in reading motivation of the Blue Star Senior High School by using bar charts. Then, I started to transcribe the interview and read all of the stories and transcription all over again so that I could be familiar with the stories. Once I was sure that I got the hang of it, I started to make a writing draft and confirm it to my participants. As for the last step, I put the story in a good and logical order to provide the readers with a clear description that reflects the participant's experience and most importantly, it was able to invite the readers to contemplate their own experiences as well.

4. FINDINGS

In this part of research, I would like to answer the research questions through a thorough discussion of. There were two findings that I would like to present: the general trend of reading motivation amongst Blue Star Senior High School students and the focal participant's respective story.

4.1. Blue Star Senior High: General trend of reading motivation

Via MRQ survey, the general trend of reading motivation in between the students-respondents of Blue Star Senior High School was investigated. It turned out most of the students would start reading because they were incited by external motivation and social aspects, particularly social recognition and academic achievement. When the students were seen to have glued their eyes to a book, some of the people, such as parents or friends, might notice it and give them a positive remark of their doing; in the end they might keep doing the same thing just to get the same positive after-effect (Ryan & Deci, 2017). The fear of getting punished due to low reading score was also what stimulated the students to read –known as external regulation, a degree of behaviour in Organismic Integration Theory where a person engages in an activity in order to obtain a reward or to avoid a punishment (Reeves, 2012, p.155; Ryan & Deci, 2004, p.17).

4.2. Focal Participant's Story

Right after we learned about the trend in Blue Star Senior High School students, we would go deeper in appreciating the reading motivation issue. There were four different stories from the chosen participants, whose name have been changed into *pseudonyms* in order to keep their identities classified (Hotaru, Anon, Jennie, and Zara), regarding their reading experiences and motivation.

4.2.1. Hotaru

Hotaru grew up in a warm household, with both of her parents and two older siblings. Her parents were basically the 'family-time lovers' type of parents since they would ask the three of them, their children, to sit together during the dinner and having some little conversation in between, but what made her family more special was that they have 'Family Bible reading' time every day. As they have been doing this family bible time before Hotaru could read, she was intrigued to learn reading by herself. After she could read, her family practically showered her with lots of books and she even learned her first English through her brother's recommendation to read translated *manga*.

Her love in reading did not cease all along her adulthood; during junior high school level, Hotaru met some 'bookworm' friends, who like to read romance books and recommended some of the romance novels to her. Triggered by the girl's animosity on love stories, Hotaru then slowly altered her book choice into romance-genre and as expected, she liked it so much. When she became senior high school student, she started to get bored with the classic love story and turned her choice into biography and historical books, especially after she decided that journalism was her 'calling'— in her assumption, a journalist had to be knowledgeable, and through biography and historical books, she could learn the secret of success and wisdom from past experiences.

Despite her positivity, there were times when Hotaru dealt with some reading difficulties and became unmotivated; she sometimes stopped reading the book that she considered as boring or hard. Hotaru also rarely read English books just because she did not have adequate vocabulary to understand completely what has been written in the books. All in all, she did not always have the best moments in reading, yet this activity gave Hotaru the most unimaginable fun in her entire life: it help her to loosen up the stress, entertain her, and most importantly, be her dateless teacher and friend.

4.2.2. Anon

Anon did not exactly start her reading journey as a keen reader; she once had ever hated reading so much that it had taken her three-solid-year to finish a hundred pages book and she did not have a clear reason why she disliked reading so much. When she tried to recall her memory about reading, she opened it with a story of her family which consisted of her father, mother, and older brother. Anon's father and herself were the ones who disliked reading a lot while her mother and brother were on the opposite side, still, both of Anon's brother and mother had never really encouraged her to start

reading. The thought of hating reading for the rest of her lives then changed on snap-of-a-finger because of her friend who bought her a book. At the first glance, Anon considered not to read it, however, there was a voice inside her mind which said, “*You know what? Try it!*” and so she gathered her effort and read the book, only to find out that she liked reading.

Despite her passion in reading, Anon did not like it when someone caught me reading because she did not find it important to go out and tell everyone that she loved reading –it was because, for Anon, reading was her private escape from the mundane life, especially after she once had to face the fact that her parents’ marriage had to see its end where it was not easy for her, yet, in between those chaotic points in her life, that friend of her came and made Anon read her first book.

Anon said that she was glad that she loved reading, but no one should expect her to read in Indonesian but she was nowhere near fluent in her supposedly first language as Anon’s mother taught English as her L1 instead of Indonesian. She also disliked any books that did not give her the ‘vibe’ which left her with curiosity to continue with the reading. To some people, her story about reading experiences might be unremarkable, but Anon did not care with what the other people had to say as long as she got to read a book.

4.2.3. Jennie

Jennie came from a family of five who lived in a small city. Both of her parents opened their own business venture and handed her to a household assistant. Sometimes Jennie’s mother would stay at home and play with Jennie, but when her mother had brought some books back to home and expected her to read it by myself, she would not do it because Jennie preferred to have her mother story-tell the book. Besides, Jennie has never seen her parents to sit down and read something and they never bothered her to read anything, so, Jennie considered reading as something insignificant.

That was the starting point, and ever since that, Jennie did not have a change in her heart about reading – it was still something that she could not enjoy no matter how hard she has tried. Moreover, during Jennie’s junior high school years, her school would usually put the whole materials in the book as their final examination materials, making Jennie had to read countless pages and memorize every single thing that was written there. Eventually, Jennie resented book more because she could not stand seeing words after words printed on a stack of papers.

After Jennie had finished her junior high school level, she moved to Surabaya and went to Blue Star Senior High School. In this school as well, Jennie circled myself with the people who happened to like the same thing as hers, which was K-drama, yet, there was one person in her circle who was crazy about reading and kept on talking about the novels that she read; most of the times Jennie would only listen to her stories, but there were times when Jennie read the novels just because she was intrigued, although reading some novels did not change Jennie’s perception towards reading.

4.2.4. Zara

Zara opened her story with the introduction to her family which consisted of five members: parents, two older brothers, and her. Though it was quite a big family, they were not that close. With her family's lack-of-inwardness and her father's cancer diagnosis, Zara tried to be an independent daughter who would find a way to keep herself busy through art and craft activities, she also stated that she rarely read in between her spare times and would occasionally borrowed her brother's comics; in spite of not favouring reading activity, Zara unknowingly had finished reading all of her brother's comic collections and had got quite interested in reading. Zara then asked for more books to her mother only to get an answer, "*just read your brother's books.*", that left her with disappointment. In addition, her mother would always say, "*What for?*" whenever Zara wanted to buy a book even until now.

That rejection to get another book was just a tip of the iceberg. Zara had this one flashback, quite an awful one, regarding her mom and reading. One day, she had gone to the bookstore by herself, bought a book, and arrived back at home approximately at 07:00 p.m. Right after Zara had arrived, she read her newly-bought book until the last few pages until suddenly her mom appeared and sarcastically said, "*You just bought a book and you almost finished to read it? That's all you've been doing for these past hours? It's better for you to help me doing the house chores rather than reading book.*" Listening to this kind of comment was somehow hard that Zara directly asked herself, "*Was it wrong to read a book? Why should I be controlled at all times?*" Ever since this happening, she kept a distance from any kinds of reading.

On the other hand, deep down in her heart, sometimes Zara felt envious whenever she saw her friend who loved to read, and so she decided to take a small step in reading again, but this time Zara chose to read psychology and motivational books. The reason why she chose these two books was due to her interest in how human's mind works, or the way they should respond to a certain problem, and most importantly they help Zara to pursue her dream in going to psychology major. It took a lot of effort for her to start reading again, particularly with her on and off motivation and not-so-supportive parent, yet in the end, Zara realized that human would be driven to do something as long as they had an aim, including her who aspired to be a professional psychiatrist.

5. DISCUSSION

After we read the respective focal participant's story, we would now try to investigate and relate their experiences with the underlining theories that have been stated above in order to find out how they actually established their reading motivation.

5.1. Family and peers circles

Hotaru's story was basically in line with the presented theories of family and peers influence. For instance, ever since she was a kid, her family members, especially parents, had introduced reading activity through family bible reading; with this kind of family activity, children would be able to see that reading is something that their family encourages to be done, hence making them able to see its importance in their later life.

Moreover, with Hotaru's family shows a positive attitude and tries to be directly involved in her reading activities through providing her a lot of story books when she was a kid while her siblings lent her lots of books to read, she ends up to grow the same attitude as her family members in term of reading.

In contrary to Hotaru's family, Anon came from a family who never assists her in constructing early reading motivation. There might be two family members who like reading, which is her mother and brother, but they never really support and encourage her to read. She then saw her father who never read at all as a figure that actually strengthened her reason not to read.

Just like Anon's absence of 'literacy figure' in her house, Jennie also experienced the very same thing where her parents were not trying to give a good reading example or actively engaged in her literacy development; they might have bought some books for her, but they did not understand how Jennie would like the story to be presented, which was through story-telling. This was in accordance to Matvichuk (2015) research which studied about the relation between parents' engagement and children's literacy interest.

As for Zara, with the seemingly detached family bond, lack of supports, and mother's negation on reading activity, Zara ends up being unable to see and develop her reading motivation, additionally, Zara's mother displays an authoritative behavior by controlling Zara on what she is supposed to read; hence, this kind of parental behavior drives Zara to see reading as something that she should not and could not enjoy.

Alongside family circle, peers also influence someone's proclivity in reading activity and this is what has been explained in Social Contagion Theory. Throughout the stories, we could see that all of the participants were enveloped in a peer circle which could invite them to enjoy reading activity. For instance, Hotaru found herself befriended with several classmates who like reading romance story that eventually she ended up with liking this genre as well, whereas for Anon, she fell in love with reading and her first book thanks to a friend who introduced her to it, while Jennie and Zara admitted that there are times when they are appealed to read books because of their friends (Merga, 2014; Cooc & Kim, 2016).

5.2. Motivation as the main fuel

Motivation, according to the SDT theory, derived from the humans' ability to fulfill three inherent needs: competence, relatedness, and most importantly, autonomy. Through this research, we could point out that Hotaru and Anon were highly intrinsically motivated.

Hotaru, for example, develops her own autonomy in deciding what kind of reading that could accommodate her academic needs and hobby because her parents taught her to be so. As she has developed her autonomy, she then feels confident enough in showing her critical thinking and problem solving competence at school.

Meanwhile, for Anon, although she started as a low-motivated reader but she decided to change her incompetence in reading by pushing herself to read a book that has been borrowed by a friend. By the time she managed to finish the book, she felt euphoric and willing to try more – this showed that she has kindled her self-efficacy in

reading activity. Furthermore, she managed to read her first novel when her parents were in the middle of divorcing process, which was surely hard for her, but instead of stop reading, Anon turned reading into her escape route from her family feud and a chance to develop her autonomy in reading because she has to be self-reliant in dealing with reading challenge (Reeves, 2012).

Jennie and Zara, in contrary, did not show any inclination in internal reading motivation as they are unable to be free in determining their ways of learning and reading. Jennie, in her story, told us that she prefers to listen rather than reading, however when she was a kid her mother did not understand her preference in learning and the worst part, according to Jennie, was when she had to read the whole book for final exams during her junior high school years that somehow left her 'traumatized' with books reading. Whereas for Zara, as she kept on being controlled by her mother about what to read she automatically ended up being became uncomfortable whenever she wanted to read something.

Yet, in company with intrinsic motivation, we also have extrinsic motivation which could also drive people to read, including our participants. When I tried to take a look at her participant's story, I realized that Hotaru and Zara are influenced by extrinsic motivation with different degrees. Hotaru possesses identified regulation degree (an individual sees value in an activity and willingly make it into self-commitment) and this is reflected through her choice to start reading motivational and historical book due to her old dream of becoming a journalist – she realizes that by reading these books, she will become more knowledgeable, hence, she constantly pushes herself to read both of motivational and historical books to fulfill her dream. This degree is also possessed by Zara who aspires to be a psychologist and encourages herself to regularly read motivational and psychological books in favour of learning deeper about human's mind and thought.

5.3. Courage to do L2 reading

Despite the motivation level, all of the focal participants avoid L2 reading because they believed that they did not have adequate language knowledge, particularly vocabulary, in order to get the hang of the book. It is also more burdensome for Jennie and Zara who dislike reading ever since the beginning as they do not have any particular technique to deal with challenging reading (Grabe & Stoller, 2002; Grabe, 2014).

6. CONCLUSION

After going through a comprehensive exploration in recognizing the reason why my students struggle in reading class, I was brought to a different perspective in understanding my student's literacy needs –we, as the ESL teachers, might have thought that their students are just simply unmotivated, while it actually goes beyond the simple 'motivation' word.

Before I looked deeper into the personal experiences, I believed that it was better for me to know what the students generally thought about reading motivation. Interestingly, the result of their questionnaire indicated that the majority of the students-respondents feel pressured when they have to do reading task because of their inability

to understand the purpose and to show their competence in reading. The only thing that moves them to read was their needs to be recognized by their parents and peers.

Soon after I observed the results, I went to see upon the more specific issue, which is how motivation itself is established within an individual. Through the help of my four main participants, there are a lot of unforeseen facts that never occurred to me before I listen to the account of my participants: about how social environments really construct a strong impression on reading activity and the major influence from their inherent needs in driving them to do something.

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