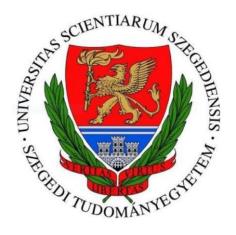**UNIVERSITY OF SZEGED**

DOCTORAL SCHOOL OF EDUCATION

PROGRAM OF LEARNING AND INSTRUCTION

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EMPIRICAL INSIGHTS INTO ENGLISH READING IN INDONESIAN UNIVERSITY STUDENTS: MOTIVATION, STRATEGIES, AND ONLINE EXTENSIVE READING INTERVENTION

Thesis of PhD Dissertation

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LEARNING AND INSTRUCTION EDUCATIONAL PROGRAMME

SZEGED, HUNGARY,

2024

INTRODUCTION

It is important to acknowledge that the process of language acquisition cannot always be definitively ensured during a certain language-learning period (Patrick, 2019). Many Indonesian university students do not have good English proficiency. In the meantime, English language teaching scholars predominantly emphasize explicit teaching methods in English language instruction, which aim to provide learners with the necessary language exposure to acquire the language. As a matter of fact, despite the significance attributed to language exposure, a notable oversight among English teachers pertains to the correlation between language acquisition and the presence of strong learner motivation (Anggia et al., 2023). Regrettably, the amount of anxiety tends to increase when explicit instruction is employed and there is a significant burden of high expectations placed upon the student (Namaziandost et al., 2019). According to Krashen (1982), the idea of the affective filter principle in the comprehensible input theory posits that the progressive elevation of anxiety during language learning may impede learners' motivation. A lack of motivation is associated with worse language acquisition outcomes. In response to the circumstances described above, a number of prominent English language teaching experts encourage English teachers to introduce their students to extensive reading. They believe that instructors should focus on reading skills to facilitate language acquisition (Ng et al., 2019; Renandya, 2017; Renandya, 2007). Extensive reading is believed to offer an implicit learning opportunity that facilitates both language acquisition and a motivating learning strategy simultaneously (Chew & Lee, 2013; Park et al., 2018). Concerning this, extensive reading practice serves to help the students improve their understanding when reading any texts of their interests for pleasure (Day, 2015). Nevertheless, the integration of technology in education (Hashim & Vongkulluksn, 2018; Porat et al., 2018; Tavakoli et al., 2019) necessitates the incorporation of digital platforms and the use of more effective assessment tools, which makes extensive reading activities feasible via online digital reading platforms. Today, online extensive reading in university contexts is gaining popularity and beginning to grow rapidly. Therefore, it would be worth it to investigate the effect on online extensive reading on students' affective aspects related to reading comprehension and their reading comprehension achievement in EFL context like in Indonesia.

RESEARCH OBJECTIVES

This dissertation investigated university students' reading comprehension and reading motivation. The researcher formulated the research questions (RQ) as follows:

1. Previous studies found that self-related beliefs, reading motivation, and reading behavior are contributing factors to reading comprehension achievement. Past foreign

language mastery is also influencing reading-related aspects. RQ1: What is the extent to which self-related beliefs and the types of motivation of bilingual and multilingual students directly and indirectly correlate with text comprehension?

2. Previous studies suggested that metacognitive awareness of reading strategies help readers in achieving good reading comprehension. RQ2: Does a structural relationship exist between global, support, and problem-solving strategies with English reading comprehension scores among EFL university students in Indonesia?

3. RQ3: What is the effect of online extensive reading on student reading comprehension?

4. RQ4: How are the structural associations between affective aspects and English reading behavior with English reading motivation?

5. Several studies showed that technology acceptance model can be used to reveal students' reading motivation. RQ5: How are the structural associations between technology acceptance aspects, and reading motivation with English reading comprehension?

RESEARCH METHODS

This study used quantitative approach with cross sectional design study and a true-experimental study. Among all the studies conducted by the researcher, only three studies where the main research questions were answered are reported in this booklet. They are study 3, study 4, and study 5.

Samples – Study 3 The study recruited 1,170 first-year students from 13 universities across nine Indonesian provinces. The researcher used purposive sampling technique. The participants were classified into two groups, namely, bilingual and multilingual. A total of 595 students claimed to be bilingual (having experience with L1 and English learning). We considered a few of the students to be bilingual, because they were proficient in Indonesian and English as their native and foreign languages, respectively. The other 575 students claimed to be multilingual (with experience with L1, Arabic or Korean language, and English learning). We considered these students as multilingual students, because they were proficient in the Indonesian language as their native language and mastered more than one FL, including English. The students were enrolled in social and science majors and previously learned English for a span of six to ten years.

Study 4 was a cross-sectional study that gathered data from 1412 English majored university students. The researcher used purposive sampling technique. Thirty-three classes were randomly selected from thirteen universities in Indonesia. The students received basic English language classes in their first two semesters at university and claimed to have actively read in

English in their daily life. The data of the students' self-report was collected using the Google Form. The students had been actively learning English since they enrolled in their colleges' English education programmes 2.5 years ago.

Study 5 employed cluster-randomized sampling. Initially, there were approximately 500 students majoring in English in Bandar Lampung. Four prominent universities in the city of Bandar Lampung that offer programs in English education were identified. Two of the universities were randomly selected, and every fifth-semester student who had completed an intensive reading program was chosen from each of the two universities. Finally, 350 students were divided into control and experimental groups. Each student signed the consent form prior to the data collection. The students had been actively learning English since they enrolled in their colleges' English education programmes 2 years ago.

4.3 Measures

4.3.1 Student Questionnaires

Motivation for Reading Questionnaire– The study adopted the MRQ by Wigfield and Guthrie (1997) for measuring Reading Self-Efficacy (RSE), Intrinsic Motivation (IM), and Extrinsic Motivation (EM). The MRQ is an established instrument for reading motivation, which has been validated in various contexts. It presents 11 sub-scales under six major categories, namely, self-efficacy (RSE), intrinsic motivation (IM), extrinsic motivation (EM), social aspects of motivation, attitudes about reading, and interest in reading. However, this study only focuses on the first three categories. The researcher of the current study shortlisted the MRQ items under the first three categories and used the most relevant items with the age of the university students. Some items of the MRQ were only matching primary school students instead of university students. The researcher of the current study chose five items for RSE (e.g., I am a good reader), ten items for IM (e.g., I read about my hobbies to learn more about them), and four items for EM (e.g., I read to improve my grades). The researcher considers the items relevant for university students in Indonesia since most of them are still learning to read in English as a foreign language. The total of 19 items of MRQ were used in the empirical studies for investigating students' reading motivation. The items were rated using a four-point scale, namely, very different from me = 1, a little different from me = 2, a little like me = 3, and a lot like me = 4.

The original number of items of Motivation for Reading Questionnaire (MRQ) adapted from Wigfield and Guthrie (1997) is 53 items. The questionnaire consists of 11 sub-scales (Reading Efficacy 3 items; Reading Challenge, 5 items; Reading Curiosity, 6 items; Reading Involvement, 6 items; Importance of Reading, 2 items; Reading Work Avoidance, 4 Items;

Competition in Reading, 6 items; Recognition for Reading, 5 items; Reading for Grades, 4 Items; Social Reasons fo Reading, 7 Items; Compliance, 5 Items). The validity of MRQ has been established for primary school students, especially grade 3, 4, and 5. However, after studying the MRQ sub-scales and items, the researcher thinks that some of the MRQ sub-scales could be adapted for university students reading motivation. At the same time, there are some developed reading motivation questionnaires that are made based on the MRQ sub-scales. Therefore, the researcher is certain that the MRQ is the most prominent role model for other researchers to develop their reading motivation questionnaires. For this study, the researcher reduces the original number of sub-scales from 11 to 8 (Reading Curiosity; Reading Involvement; Reading Challenge; Recognition for Reading; Social Reasons for Reading; Importance of Reading; Reading for Grade; and Reading Efficacy). From the 8 retained sub-scales, some irrelevant items for university students were also omitted. A total of 34 original MRQ items from 8 sub-were retained in the researcher's questionnaire development effort. Then, the researcher added 16 items which were made according to extensive reading principles by Day and Bamford (2002) and the TAM by Davis (1994). The 16 added items were then categorized to the remaining 8 sub-scales. Finally, the questionnaire have 50 items.

To establish the validity of the adapted MRQ or Motivation for Extensive Reading Questionnaire (MERQ) in the context of Indonesia universities, the researcher did the validation test to 200 university students in Indonesia. After the exploratory factor analysis (EFA), 6 items were deleted due to the lack of loading factors, < 0.50. Then, the remaining 44 items were again tested to another group of 358 university students, and the Confirmatory Factor Analysis (CFA) was conducted. Finally, the CFA test revealed that each item has a good loading factor, and the model fit was established. The final questionnaire of this validation was done named Motivation for Extensive Reading Questionnaire (MERQ)

In the following empirical studies, however, the researcher did not use all the 44 established items of the MERQ. Only 19 most relevant items were used. The 19 items were classified into Self-Efficacy (5 items), Extrinsic Motivation (4 items), and Intrinsic Motivation (10 items) categories. It was done for efficiency and the easiness of the data collection process in Indonesia during the Covid-19 situation. Moreover, the above 3 categories are the most important variables that are mostly investigated in this study.

Online Survey of Reading Strategies— The study used online questionnaires and English reading comprehension tests using the Google Forms platform. *Metacognitive Awareness of Reading Strategies.* The self-reported questionnaire about the OSORS consisting of 38 five-Likert-scale items (Anderson, 2003) was used. The questionnaire consisted of items on global

strategies (e.g., I have a purpose in mind when I read online), problem-solving strategies (e.g., I read slowly and carefully to make sure I understand what I am reading online.), and support reading strategies (e.g., I take notes while reading online to help me understand what I read). The total number of items of the Online Survey of Reading Strategies were 38 items. Each item was rated using a four-point response scale, namely, *never* = 0, *once in a while* = 1, *sometimes* = 2, *normally* = 3, and *always* = 4.

Self-Concept–- The items for academic SC were derived from Garcia-Grau et al. (2014). The four items highlighted the perceptions of students and their assumption of the perception of teachers about their academic SC (i.e., I am a good student; My teachers think I am a good student). There are 4 items for the Self-Concept questionnaire. Each item was rated using a four-point response scale, namely, *very different from me* = 1, *a little different from me* = 2, *a little like me* = 3, and *a lot like me* = 4. The reliability of the items was very high.

English Reading Behavior–- the items for ERB were adapted from Wang et al. (2020). The three items focused on the reading amount (number of books that the students read for pleasure during the previous month; 1 = *0 books*; 2 = *1–2 books*; 3 = *3–4 books*; 4 = *more than 5 books*), reading length (time usually spent on reading a book without taking a break when reading for interest; 1 = *5 min*; 2 = *15 min*; 3 = *30 min*; 4 = *60 min or more*), and reading frequency (how often they read for interest; 1 = *almost never*, 2 = *once a month*, 3 = *once a week*, and 4 = *almost every day*). The reliability of the items was very high.

TAM – The items for TAM were adapted from Alharbi & Dandew (2014)'s study. They validated the original TAM items by Davis (1989) and established fit psychometric properties of the questionnaire. TAM has four dimensions, six items for Perceived Usefulness (i.e. Using ReadTheory.org or er-central.com in my job would enable me to accomplish tasks more quickly), six items for Perceived Ease of Use (i.e. I feel that using ReadTheory.org or er-central.com would be easy for me), three items for Attitude toward Usage (i.e. I believe it is a good idea to use Readtheory.org or er-central.com), and two items for Behavioral Intention to Use (i.e. I plan to use ReadTheory.org or er-central.com in the future). The total number of the questionnaire's items are 17 items. The items were rated using a seven-point scale, namely, strongly disagree = 1, disagree = 2, somewhat disagree = 3, neither agree nor disagree = 4, somewhat agree = 5, agree = 6, and strongly agree = 7.

4.3.2 Reading comprehension tests

Reading comprehension test for study 3–- The items for ERC were adopted from the Common European Framework of Reference for Languages test of EF English First. We used 20

multiple-choice questions to evaluate five cognitive processes when comprehending an English text, namely, identifying the main ideas (i.e., 5. What is the main idea of the passage?), locating detailed information (i.e., 10. When did tablet technology first appear on television?), inferring (i.e., 12. From the passage we can infer that …), and answering vocabulary questions (i.e., 16. The word "greasy" in the first line of the second paragraph is closest in meaning to …). The reliability of the reading test reached Cronbach's $\alpha = 0.70$.

Third reading comprehension test for study 4–- English Reading Comprehension Test. A 20-question multiple-choice test on English reading comprehension adopted from the ReadTheory.org reading worksheet Dao (2014) was given to the students (Cronbac''s $\alpha = 0.70$). The reading test consisted of five short passages with four questions following each passage. The questions were: main idea (e.g., what is the main idea of the passage?), detailed (e.g., it is easier to see moonbows in rural areas because.), inferring (e.g., from the passage we can infer that.), and vocabulary questions (e.g., the word""talles"" in the second line of the first paragraph is closest in meaning to). For each correctly answered item, a score of 1 was given, while the incorrectly answered item was given 0.

Fourth reading comprehension test was a pre-test for Study 5 – The reading test was taken from the Complete Guide to TOEFL (Rogers, 2007). There were a total of 50 items, including six questions on identifying the main idea, fourteen on understanding vocabulary in context, five on making inferences, nineteen on locating specific information, and six on answering unstated detail questions.

Fifth reading comprehension test was a post-test for Study 5–- The reading test was adopted from the Complete Guide to TOEFL (Rogers, 2007). There were a total of 50 items, including six questions on identifying the main idea, fourteen on understanding vocabulary in context, five on making inferences, nineteen on locating specific information, and six on answering unstated detail questions.

Data Analysis - To answer the objective of this study, several statistical analyses was performed, such as One-Way Manova, ANCOVA, regression, and structural equation modelling (SEM).

THE MAIN FINDINGS

1. The findings of the systematic review of 31 studies regarding online reading interventions concluded that:

   The Impact of Online ER on Reading Achievement:
   - Favorable outcomes: Several studies demonstrated the positive impact of online ER on reading achievement. Multimedia-based ER, access to authentic online

reading materials via mobile phones, and specially designed eBook features enhanced reading achievement.

- Unfavorable outcomes: Some studies reported adverse outcomes, such as the ambiguity and complexity of interactive eBook features hindering comprehension and lack of vocabulary familiarity.
- Indirect benefits: Secondary findings included students' reading speed predicting their scores on the TOEIC test and the use of online reading logs improving students' belief in their ability to improve reading comprehension.

The Impact of Online ER on Reading Motivation:

- Five studies examined the effects of online ER interventions on students' reading-related motivation, showing that reading management systems were beneficial in motivating students to read.
- Different countries' students experienced varied changes in reading habits and attitudes after implementing online ER interventions, with some studies showing positive experiences and others reporting mixed responses.
- The positive perception of online ER was evident in most studies, while some reported mixed opinions from students about online ER interventions.

The Impact of Online ER on Other Cognitive and Affective Aspects:

- Six studies revealed positive effects of online ER on vocabulary enhancement, with participants experiencing improved word recognition and production.
- Four studies reported improvements in reading volume as a direct effect of online ER, with participants achieving reading targets and utilizing self-logs to record their reading activities.
- Overall, these subsections highlight the diverse impacts of online ER on various aspects of students' learning experiences, including reading achievement, motivation, vocabulary enhancement, and reading volume

2. **RQ1**: Study 3 examined the motivational structure of bilingual or multilingual students in relation to their English reading comprehension achievement.

- The motivational models for both groups demonstrate only significant variance in the self-efficacy – extrinsic motivation and intrinsic motivation – ERB path coefficient.

- The multilingual group differs significantly from the bilingual group in nearly every aspect of motivational structure in FL reading.

3. **RQ2**: Study 4, on the other hand, yielded some noteworthy conclusions on the metacognitive awareness of reading strategies among Indonesian university students when reading in English. The researcher expected several aspects, such as sex, reading preference, and EPL could trigger students' differences in MARS. The researcher also expected a positive influence of MARS on reading comprehension.

- In the English as a foreign language environment, sex disparities in metacognitive awareness of reading strategies exist among university students in Indonesia.

- The predictive power of online reading preference on students' metacognitive awareness is less relative to paper-based and blended reading media preference.
- Students with higher levels of English employ metacognitive reading strategies more frequently than those with lower levels of English.
- Students' use of global and problem-solving strategies influences English reading comprehension. On the other hand, support strategies negatively influence English reading comprehension.

4. **RQ3**: Study 5 was the last study of this study. It was about the implementation of online extensive reading activities for university students.

- The analysis of covariance (ANCOVA) showed that online extensive reading intervention improved students' reading comprehension. Therefore, reading teachers/lecturers should enhance the learning management system used in online extensive reading to achieve reading comprehension goals. This study also shows that multimedia and learning management systems improve reading comprehension in online extensive reading.

5. **RQ4:** The motivational structure after the online extensive reading intervention program.

- Reading self-efficacy predicted intrinsic and extrinsic motivation. When students are convinced they can complete reading tasks, they are either extrinsically or organically motivated to read. To motivate students to read, teachers should consider context-specific self-efficacy aspects.
- Self-concept solely predicted extrinsic however not intrinsic motivation. It somewhat supported and partially rejected Wigfield and Eccles (2000)'s claim that self-concept predicted both types of incentives. Self-confident students always think their cognitive ability is stable. Therefore, they want to prove their ability to professors, family, and friends. Extrinsic motivation subscales include recognition motivation. No matter how inconsistent self-concept is in predicting motivation in much research, English reading teachers must nevertheless use it to boost students' reading motivation.
- This study found no correlation between extrinsic or intrinsic motivation and English reading comprehension. It was surprising because several research showed a positive relationship between the two types of motivation and reading comprehension. Reading achievement should be influenced by reading motivation. However, this investigation found otherwise.

- Reading self-efficacy and behavior influence reading achievement more than reading motivation. Reading motivation and achievement are only positively correlated in elementary and middle school pupils (Wang & Jin, 2021).
- Intrinsic reading motivation increases reading behavior. Teachers should ensure intrinsic motivation before encouraging reading.
- Reading habits and comprehension did not correlate. It contradicted (Pfost et al., 2013). It's surprising because active reading makes English texts easy to understand. Intrinsic motivation alone mediated self-efficacy and reading behavior. It indicates that intrinsic drive causes self-efficacy and reading habits. It corroborated Luther (2022) and Yang et al. (2018) findings that intrinsic motivation mediates reading self-efficacy. Thus, intrinsic drive and self-efficacy influence reading habits. Since intrinsic drive directly affects reading, it makes sense.
- Intrinsic motivation did not correlate with self-efficacy and self-concept in reading comprehension
- Reading behavior did not mediate intrinsic motivation with reading comprehension, contradicting Miyamoto et al. (2020) and Wang et al. (2020) findings that reading behavior mediated intrinsic motivation and reading achievement. This study showsthat intrinsic drive and reading behavior cannot guarantee reading success.

6. **RQ5**: The final study question examined the structural relationships between technological acceptance, reading motivation, and English reading comprehension.
    - The technology acceptance model in this study seems to explain students' technology acceptance, especially after they used the online extensive reading intervention groups' digital reading platforms. The technology acceptance positively correlates with reading motivation.
    - The study also found that reading motivation does not explain English reading comprehension.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the systematic review on online extensive reading interventios, it was found that cognitive (English proficiency level), metacognitive (reading strategies), and affective (reading motivation, self-related beliefs, English reading behavior) aspects had influenced reading motivation and English reading comprehension. The findings from this research shed light on the complex processes that influence English reading comprehension among university students in foreign language learning situations like in Indonesia. Study 3

underlined the need to identify motivational differences among students with varied levels of foreign language learning experience, underlining the necessity for personalized treatments to improve reading comprehension outcomes. Meanwhile, Study 4 emphasized the necessity of increasing students' metacognitive awareness of reading strategies, particularly among varied demographic groups, to create strategic reading habits that are critical for English reading comprehension progress. Furthermore, Study 5 shed light on the significant effect of online extensive reading intervetion program in helping the students to improve their English reading comprehension achievement. This finding suggests that online extensive reading programs have the efficacy in improving students' English reading comprehension achievement in Indonesian university context. In addition, the multifaceted function of intrinsic motivation positively associates with English reading behavior. Students' technology acceptance also significantly correlates wih both extrinsic and intrinsic motivation. However, students' intrinsic reading motivation and English reading behavior fail to predict their English reading comprehension. This evidence suggests that high reading motivation does not necessarily predict successful English reading comprehension.

The experimental study (Study 5) found that while intrinsic motivation favorably influenced English reading behavior, extrinsic motivation had no significant impacts. Meanwhile, the perceived ease of use and perceived usefulness of digital reading platforms emerged as critical determinants in shaping both extrinsic and intrinsic reading motivation for prolonged reading activities. This is consistent with prior research showing a high association between technological acceptance and motivation in educational settings. The involvement of technology in extensive reading could contribute to the enhancement of students' reading motivation.

Overall, these data highlight the intricate interaction of motivational factors, reading strategies, comprehension achievement, and technology acceptance in determining students' reading experiences and outcomes. Educators and researchers are encouraged to use these findings to create focused interventions, assessments, and strategies for improving reading teaching and promoting meaningful engagement with English language learning materials in digital contexts.

There are some recommendations for future research on online extensive reading. They are as follows.

1. More students should be involved in the validation of the motivation for reading questionnaire to ensure the generalizaability of the reading motivation instruments. The

Covid-19 situation caused the significant challenge for the researcher to invite more participants to the instrument validation.

2. The intervention period of the online extensive reading which was 8 weeks could be more extended over a longer period to see more impact of online ER towards the improvement of students' reading comprehension achievement.

3. A qualitative data analysis could be used in this study to ensure students' and teachers' perception in using online ER in the teaching and learning activities. Using their perception, the teacher could possibly identify their challenges in using both digital reading platforms used in this study. Even though the statistical findings indicated that readingtheory.org is more user-friendly and compelling than er-central.com, students' personal opinion about the two platforms could give the researcher more feedback as to which digital platform gives more impact.

4. The researcher is aware that in testnig students' reading comprehension ability, multiple-choice tests are not fully adequate. The researcher should use other forms of question type, such as open question, fill in the blank, or written and oral output regarding the texts that students read. However, due to time limitation and pandemic outbreak in Indonesia, using Google form for testing the students' reading was the best option that the researcher had.

5. It would be more beneficial if the researcher could do more implementation of online extensive reading in multiple times, so that a better implementation model could be established.

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