

Exploring Curiosity Factors on Students' Motivation for Reading English at First Grade of SMP IT Al-Khatimah

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Abstrak

Membaca merupakan kegiatan penting dalam belajar bahasa Inggris. Membaca merupakan salah satu cara untuk belajar bahasa yang lebih baik, karena memberikan kontribusi yang besar bagi siswa untuk memperluas pemahaman mereka. Namun, dalam melakukan sesuatu tidak lepas dari pengaruh motivasi. Motivasi merupakan dorongan bagi seseorang untuk melakukan sesuatu untuk mencapai tujuannya. Salah satu faktor dasar dalam motivasi adalah rasa ingin tahu. Dalam penelitian ini, peneliti ingin menguji sejauh mana rasa ingin tahu siswa dalam motivasi membaca pada kelas satu di SMP Alkhatimah. Sehingga, melalui penelitian ini diharapkan dapat membantu dalam memilih strategi yang baik dalam pembelajaran membaca mengenai faktor-faktor yang mempengaruhinya. Penelitian ini merupakan penelitian kuantitatif, dimana data yang dikumpulkan berupa "MREQ (*Motivation Reading English Questionnaire*)". Dalam penelitian ini, angka yang digunakan hanya sebagian terkait dengan faktor rasa ingin tahu yang terdiri dari 7 indikator. Hasil penelitian menunjukkan bahwa: Rasa ingin tahu merupakan faktor penting dalam motivasi membaca siswa. Rasa ingin tahu siswa kelas I SMP IT Al-Khatimah mendapatkan hasil yang baik, yang menunjukkan bahwa rasa ingin tahu mereka tinggi dalam pembelajaran membaca.

Kata kunci: Motivasi Siswa, Exploring Curiosity Factors, Membaca Bahasa Inggris.

Abstract

Reading is an important activity in learning English. Reading is one way to learn a better language because it makes an excellent contribution for students to expand their understanding. However, doing something cannot be separated from the influence of motivation. Motivation is the impetus for someone to do something to achieve his goals. One of the basic factors in motivation is curiosity. In this study, the researcher wanted to test the extent of students' curiosity in reading motivation in the first grade at SMP Alkhatimah. Thus, this research is expected to help choose a good strategy in learning to read about the factors that influence it. This research is quantitative, where the data collected is in the form of "MREQ (*Motivation Reading English Questionnaire*)". In this study, the numbers used are only partially related to the curiosity factor, which consists of 7 indicators. Nevertheless, the results showed that curiosity is an essential factor in students' reading motivation. The curiosity of grade I students of SMP IT Al-Khatimah got good results, which showed that their curiosity was high in learning to read.

Keywords: Student Motivation, Exploring Curiosity Factors, Reading English.

INTRODUCTION

Motivation is one of the elements influencing a person's behaviour, it is crucial for students to be engaged in their learning. Personal interest is one of the motivating reasons (Wigfield, A., & Guthrie, J. T. 2000). According to Elvrin Septyanti (2014) Motivation affects learning outcomes as well as the interests and talents of students.

It can be said that Motivation is a factor that affects a person's achievement in his goals. Motivation is also an impetus to make someone act in achieving specific goals and always persist in his actions. Without motivation, a person has no desire to do anything,

including learning to read. Before someone is motivated, they must have curiosity in doing something. According to Wang and Guthrie (2004) *Curiosity* is the desire to learn about a particular topic of personal. In learning, curiosity is described as an individual's desire to learn about the subject of interest. Thus, individuals with a high level of curiosity examine their environment more carefully and are motivated to do what they are interested in than individuals with a low level of interest. In learning reading, students learn more efficiently when motivated simply because their brains better retain what they are interested in. However, the underlying reasons for our interest in certain things the curiosity and desire that accompany our intentions and actions.

Students' motivation can affect their performance in different achievement skills, including reading. Grabe and Stoller (2002) also emphasize that reading motivation is essential for learners to read and understand texts efficiently and effectively, especially EFL students. In addition, reading engages students in understanding grammar, vocabulary and the use of text contexts. Therefore, reading makes a significant contribution to students in communication skills.

Reading plays an essential role in the EFL student language acquisition process. Nevertheless, many students in junior high school found difficulties in reading texts. It potentially gives a big problem for some students. Eva Yuni Rahmawati (2018) states in her research that the difficulty of students understanding English texts is influenced because the language used is too complicated and makes them not interested in the topic. So that they do not have curiosity if they are faced with low motivation. Therefore, teachers need to pay attention to students' curiosity and interests. In this study, the researcher emphasized this research to find to an extent what student reading motivation, especially in the curiosity dimension, and the results of this study can be used as a reference for teachers to make more interesting methods by paying attention to student curiosity.

According to the researcher, who is also an English teacher at SMPIT Al Khatimah, the average of all X-grade students is around 67, while the school's KKM (Minimum Completeness Criteria) score is 70. One of the reasons that make reading a boring subject is a lack of sense of belonging. They want to know because they have thought that English is a complex subject from the beginning. They think English is learning that drains students' cognitive abilities, reducing their curiosity. Based on the explanation above, the researcher conducted a study entitled "Exploring Curiosity factors of Intrinsic motivation in learning reading at first grade SMPIT Al Khatimah" This study will focus on students' intrinsic motivation, one of which is curiosity.

METHOD

Design and Participant

This study is quantitative research. Researchers can describe them clearly by observing them in the context of learning in the classroom and involving them in a structured questionnaire. In addition, the case study design is very suitable to answer the research questions of this study. The participants of this study were seventh-grade students of SMPIT Al-Khatimah for the 2021/2022 academic year. There were 15 participants, and the researcher played a direct role in this study because the researcher was also an English teacher at the school. Participants conduct learning with the teacher, and then the teacher gives a questionnaire that they must fill in according to how they feel about reading motivation, which is more specific in the curiosity factor.

Instruments and Data Analysis

The researcher collects data from observation and questionnaires. The observation was carried out through learning and students as informants or data sources. Meanwhile, data from the questionnaire to answer the RQ "To what extent is the curiosity of reading motivation of students in learning to read English? ". In this study, the researcher use a questionnaire adopted from MREQ designed by Komiyama (2013) in his research "*Factors underlying second language reading motivation of adult EAP students*" that adapted from Wang and Guthrie (2004) on their research entitled "*Modeling the effects of intrinsic*

motivation, extrinsic motivation, amount of reading and past reading achievement on text comprehension between U.S and Chinese students". Wang and Guthrie's (2004) research is a revision of Wigfield, A., & Guthrie, J. T. (1997) research entitled "*Relations of children's motivation for reading to the amount and breadth of their reading*". In Komiyama's (2013) research, there were eight constructs studied, including Curiosity, Involvement, and Preference for Challenge, that were associated with intrinsic motivation. The five remaining constructs, Competition, Compliance, Recognition for Reading, Grades, and Social, were associated with extrinsic motivation. The total number of items in this questionnaire is 43 items. However, because the researcher will only examine the *Curiosity* construct, the items used in this study are seven, as follows.

Table 1. Motivational Dimensions (Curiosity aspect) of MREQ

No	Statements	Dimensions of Reading Motivation
1.	I like to read because I always feel happy when I read things that interest me.	Curiosity
2.	If the teacher discusses something interesting, I might read more about it.	
3.	I have favourite subjects that I like to read about.	
4.	I read to learn new information about topics that interest me.	
5.	I read about my hobbies to learn more about them.	
6.	I like to read about new things.	
7.	I enjoy reading books about people in different countries.	

This study uses data analysis to produce findings supporting research questions. This study was analyzed using a thematic pattern approach. The method of the thematic pattern is by presenting findings and combined discussions.

RESULTS & DISCUSSION

Curiosity factor in Students Reading Motivation

In this component, students have different reasons for reading motivation. Guthrie & Wigfield (2000) argue that students' motivation to read texts is very diverse. In this study, the researcher found that students had a positive response to their curiosity in reading motivation, as shown in the following questionnaire result table.

Table 2. Result of MREQ (Curiosity aspect)

No	Statements	SA	A	SD	D
1.	I like to read because I always feel happy when I read things that interest me.	66.67 % (10)	33.33 % (5)		
2.	If the teacher discusses something interesting, I might read more about it.	86.67 % (13)	13.33 % (2)		
3.	I have favourite subjects that I like to read about.	100% (15)			
4.	I read to learn new information about topics that interest me.	26.67 % (4)	53.33 % (8)	20% (3)	

		(4)	(8)		
5.	I read about my hobbies to learn more about them.	40% (6)	60% (9)		
6.	I like to read about new things.	20% (3)	66.67% (10)		13.3% (2)
7.	I enjoy reading books about people in different countries.	6.67% (1)	33.33% (5)		60% (9)

The first statement in the curiosity factor is, "I like to read because I always feel happy when I read things that are of interest to me" this shows that ten respondents (66.67%) took the option strongly agreed. Five respondents (33.33%) also have the same option that is agreed. From this statement, none of the respondents chose a negative scale. That way, it can be seen that students feel happy if they read something that interests them, and it is possible that if the topic is not interesting, they will not enjoy reading it.

The second statement from this aspect is "If the teacher discusses something interesting I might read more about it." it shows there are 13 respondents (86.67.%) strongly agree, and two respondents (13.33%) agree. These results indicate that the teacher can encourage students to be more motivated in reading because students' curiosity can be measured by how the teacher excitingly conveys the material.

The third statement is, "I have favorite subjects that I like to read about." The data shows that all students strongly agree with this statement, totalling 15 (100%). Data analysis shows that all students have reading subjects they like, which are undoubtedly different.

The fourth statement, "I read to learn new information about topics that interest me". There were four respondents (26.67%) who strongly agreed and eight respondents (53.33%) who answered agree. However, two people disagree with this statement. The data obtained can show that not all students agree with reading more information about the things they like.

The fifth statement is "I read about my hobbies to learn more about them". The results show that 6 respondents (40%) strongly agree, and the remaining nine (60%) agree. Therefore, it can be said that students' hobbies are essential to them so that they will read things related to their hobbies.

The sixth statement is "I like to read about new things". There are three respondents (20%) strongly agree with this statement, and ten (66.67%) agree. While those who disagree, there are two respondents (13.33%). The average respondent likes new things in reading, but some still do not like new things in reading.

The last statement is, "I enjoy reading books about people in different countries". It shows that one respondent (6.67%) strongly agrees, and five respondents (33.33%) agree. While the remaining nine respondents (60%) strongly disagree with this statement. It can be said that students do not like reading books that tell about people who are different from their country.

CONCLUSION

The teacher's role in learning is vital in building student motivation in learning, especially in reading. Because reading requires intense time to learn. Regarding students' motivation, curiosity is essential in developing their motivation. Without curiosity, students will not be motivated to do anything. From the results and discussion described above, SMPIT Al-Khatimah students have a fairly high curiosity seen from the number of positive scales they choose in the questionnaire.

That way, their curiosity plays a role in their reading motivation. Because curiosity is the primary basis of motivation needed in every learning. Curiosity is like a motivator in each of us to learn or find out more about anything.

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