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# A P P E N D I C E S

### Appendix 1. Instrument of Reading Journal Used for Data Collection

Name of task :

General description of task :

Types of task : Individual / pair work / group

Start time :

End time :

Rate your reading motivation from 1-10 :

| Minute to task | Activities | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------|---------------------------------------------------------------|---------------------------------------------------|
|                |            |                                                               |                                                   |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrospective Qualitative Modelling", by Isetz Maharsa, Sugrini, & Ashadi, 2024, *Studies in English Language and Education*, 11, 23–40. Adapted for research purposes under fair use

## Appendix 2. Instrument of Questionnaire Used for Data Collection

### Petunjuk:

Berikan tanggapan Anda terhadap setiap pernyataan berikut dengan memilih salah satu jawaban yang paling sesuai dengan pengalaman Anda dalam kegiatan membaca. Gunakan skala berikut:

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Netral

4 = Setuju

5 = Sangat Setuju

### Bagian A: Pemacu dan Mekanisme Pemeliharaan DMC

| No | Pernyataan                                                                                                                               | 1 | 2 | 3 | 4 | 5 |
|----|------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya pernah mengalami kejadian tidak menyenangkan yang membuat saya terdorong untuk meningkatkan kemampuan membaca dalam bahasa Inggris. |   |   |   |   |   |
| 2  | Saya pernah mendapat kesempatan atau pengalaman penting yang memicu semangat saya untuk membaca dalam bahasa Inggris.                    |   |   |   |   |   |
| 3  | Saya sering mendapatkan dorongan semangat dari orang lain untuk terus membaca dalam bahasa Inggris.                                      |   |   |   |   |   |
| 4  | Melihat kemajuan saya dalam membaca (misalnya memahami teks yang lebih sulit) membuat saya semakin semangat.                             |   |   |   |   |   |
| 5  | Saya memiliki rutinitas membaca bahasa Inggris yang saya lakukan secara konsisten.                                                       |   |   |   |   |   |

|   |                                                                               |  |  |  |  |  |
|---|-------------------------------------------------------------------------------|--|--|--|--|--|
| 6 | Saya menetapkan target-target kecil dalam membaca dan memantau pencapaiannya. |  |  |  |  |  |
|---|-------------------------------------------------------------------------------|--|--|--|--|--|

**Bagian B: Pengalaman Saat Berada dalam Arus DMIC**

| No | Pernyataan                                                                                                              | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya merasa senang dan bersemangat setiap kali melakukan kegiatan membaca dalam bahasa Inggris.                         |   |   |   |   |   |
| 2  | Aktivitas membaca dalam bahasa Inggris terasa bermakna dan sesuai dengan tujuan hidup saya.                             |   |   |   |   |   |
| 3  | Saya membaca karena saya memiliki tujuan jangka panjang yang ingin saya capai melalui kemampuan bahasa Inggris.         |   |   |   |   |   |
| 4  | Saya memiliki gambaran jelas tentang diri saya di masa depan sebagai seseorang yang fasih membaca dalam bahasa Inggris. |   |   |   |   |   |

**Bagian C: Pengaruh Faktor Kontekstual terhadap Kemunculan DMIC**

| No | Pernyataan                                                                                                                  | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Sebelum mengikuti kegiatan membaca, saya sudah memiliki tujuan pribadi yang jelas terkait kemampuan membaca bahasa Inggris. |   |   |   |   |   |
| 2  | Kebhasilan kecil yang pernah saya capai dalam membaca membuat saya lebih percaya diri untuk membaca lebih banyak.           |   |   |   |   |   |

|   |                                                                                                                     |  |  |  |  |  |
|---|---------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 3 | Lingkungan belajar saya (misalnya kelas atau kelompok belajar) sangat mendukung saya dalam mencapai tujuan membaca. |  |  |  |  |  |
| 4 | Guru atau dosen berperan penting dalam menjaga semangat saya untuk terus membaca dalam bahasa Inggris.              |  |  |  |  |  |

**Bagian D: Dampak dari Mengalami DMC dalam Membaca**

| No | Pernyataan                                                                                                          | 1 | 2 | 3 | 4 | 5 |
|----|---------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Setelah mengalami semangat tinggi dalam membaca, saya merasa pemahaman saya terhadap teks bahasa Inggris meningkat. |   |   |   |   |   |
| 2  | Saya merasa lebih terlibat dan fokus saat membaca teks bahasa Inggris dibanding sebelumnya.                         |   |   |   |   |   |
| 3  | Saya tetap membaca teks bahasa Inggris secara rutin meskipun di luar tugas kuliah.                                  |   |   |   |   |   |
| 4  | Membaca dalam bahasa Inggris telah menjadi bagian dari kebiasaan atau gaya hidup saya sehari-hari.                  |   |   |   |   |   |

### Appendix 3. Instrument of Interview Guide Used for Data Collection

| Bagian A                      | Pemicu dan Mekanisme Pemeliharaan DMC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tujuan                        | Menggali bagaimana DMC dipicu dan bagaimana motivasi dipelihara selama proses membaca                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Pertanyaan Inti               | <ol style="list-style-type: none"> <li>1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?</li> <li>2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?</li> <li>3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?</li> <li>4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?</li> </ol> |
| Pertanyaan Lanjutan (Probing) | <ol style="list-style-type: none"> <li>1. Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?</li> <li>2. Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                      |
| Bagian B                      | Pengalaman Saat Berada dalam Arus DMC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Tujuan                        | Memahami bagaimana mahasiswa mengalami "flow-like experience" dalam kegiatan membaca                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Pertanyaan Inti               | <ol style="list-style-type: none"> <li>1. Pernahkah Anda merasa sangat fokus, bersemangat, atau "terhanyut" saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?</li> <li>2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?</li> </ol>                                                                                                                                                                                                                                                                                                                                                 |

|                               |                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | 3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?                                                                                                                                                                                                                                                                                                  |
| Pertanyaan Lanjutan (Probing) | <ol style="list-style-type: none"> <li>1. Dalam kondisi seperti apa Anda merasa paling menikmati membaca?</li> <li>2. Apakah Anda merasa membaca itu sebagai keharuan, kebiasaan, atau kesenangan?</li> </ol>                                                                                                                                                                              |
| <b>Bagian C</b>               | <b>Pengaruh Faktor Kontekstual terhadap Kemunculan DMC</b>                                                                                                                                                                                                                                                                                                                                 |
| Tujuan                        | Menelusuri peran lingkungan, dukungan sosial, dan sistem pendidikan dalam menumbuhkan DMC.                                                                                                                                                                                                                                                                                                 |
| Pertanyaan Inti               | <ol style="list-style-type: none"> <li>1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?</li> <li>2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?</li> <li>3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?</li> </ol> |
| Pertanyaan Lanjutan (Probing) | <ol style="list-style-type: none"> <li>1. Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?</li> <li>2. Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?</li> </ol>                                                                                                                                                                   |
| <b>Bagian D</b>               | <b>Dampak dari Mengalami DMC</b>                                                                                                                                                                                                                                                                                                                                                           |
| Tujuan                        | Menggal efek dari DMC terhadap perilaku dan hasil belajar dalam membaca bahasa Inggris.                                                                                                                                                                                                                                                                                                    |

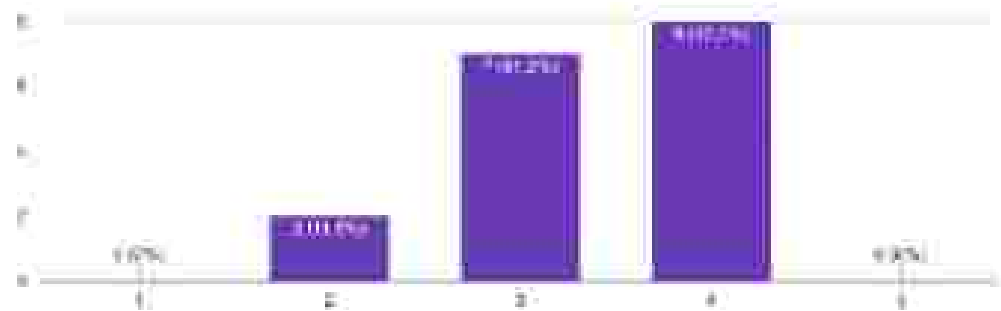
|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ol style="list-style-type: none"> <li>1. Setelah mengalami masa motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?</li> <li>2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?</li> <li>3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris—apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?</li> </ol> |
| Pertanyaan Lanjutan<br>(Probe) | <ol style="list-style-type: none"> <li>1. Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?</li> <li>2. Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?</li> </ol>                                                                                                                                                                                                                           |

## Appendix 4. Questionnaire Question Answers

### A. Pemicu dan Mekanisme Penyebaran DMC

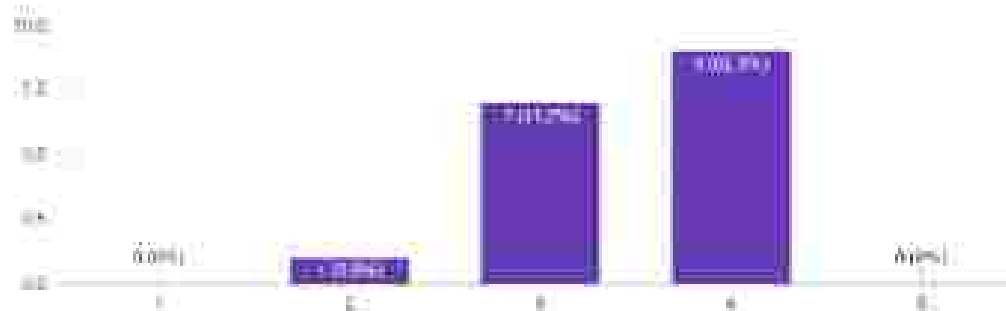
Saya pernah mengalami kejadian tidak menyenangkan yang membuat saya terdorong untuk meningkatkan kemampuan membaca dalam bahasa Inggris.

17 jawaban



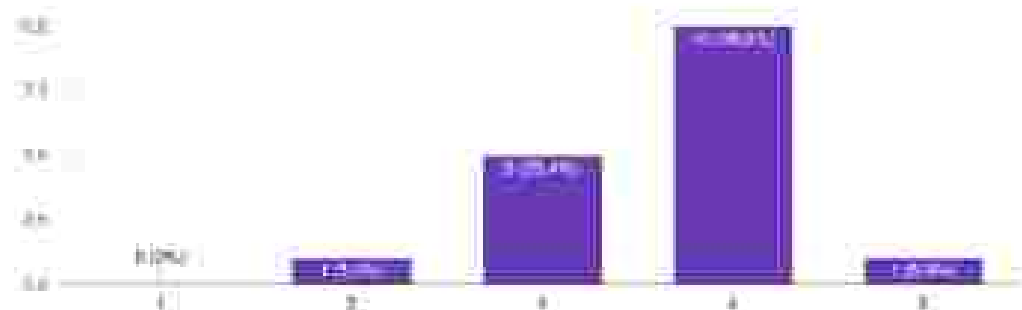
Saya pernah mendengar seseorang atau pengalaman penting yang membuat semangat saya untuk membaca dalam bahasa Inggris.

17 jawaban



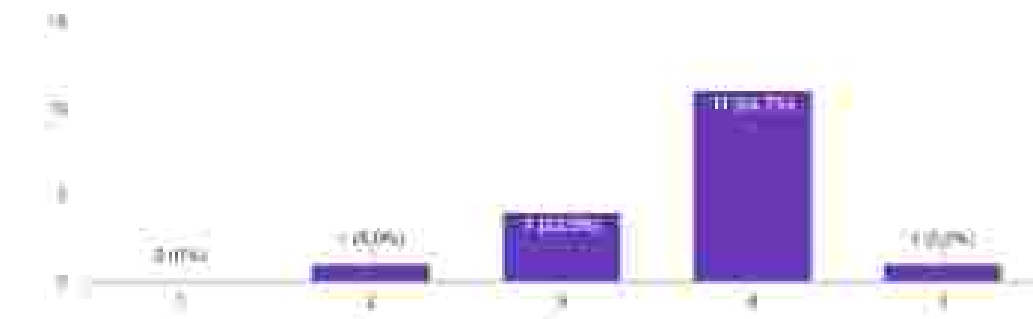
Saya sering mendapatkan informasi tentang semangat dari orang lain untuk terus membaca dalam bahasa Inggris.

17 jawaban



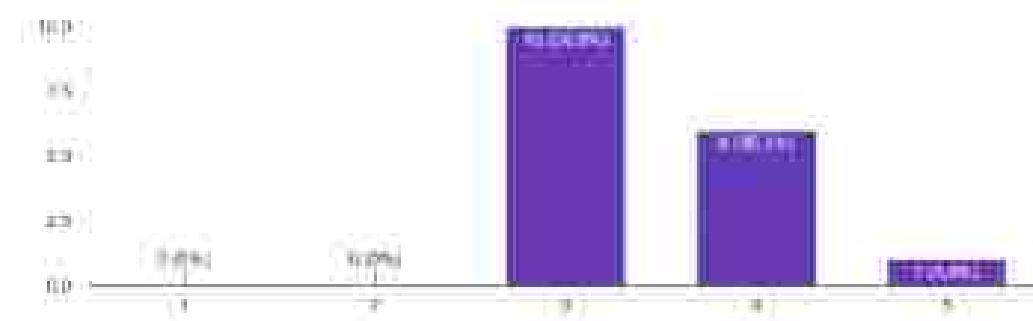
Melihat kemampuan saya dalam membaca teks berbahasa Inggris (misalnya mampu memahami teks yang sulit) membuat saya semakin semangat dalam membaca.

1) Jelaskan



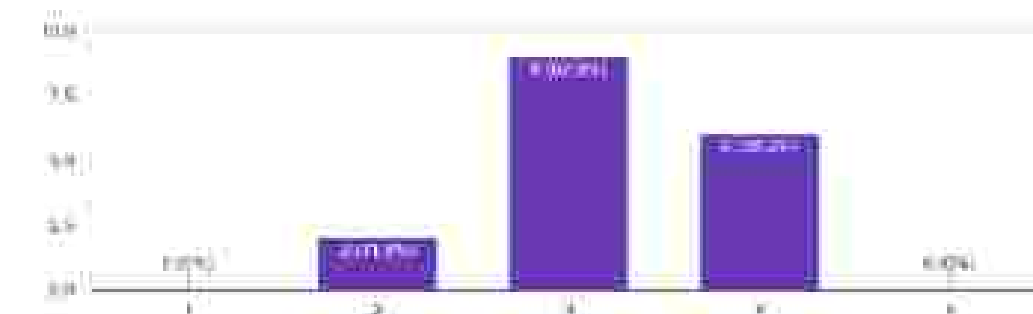
Saya memiliki rutinitas membaca bahasa Inggris yang saya lakukan sebelum tidur.

1) Jelaskan



Saya menetapkan target-target kecil dalam membaca misalnya menyelesaikan satu artikel per minggu dan berusaha memurahi pencapaiannya.

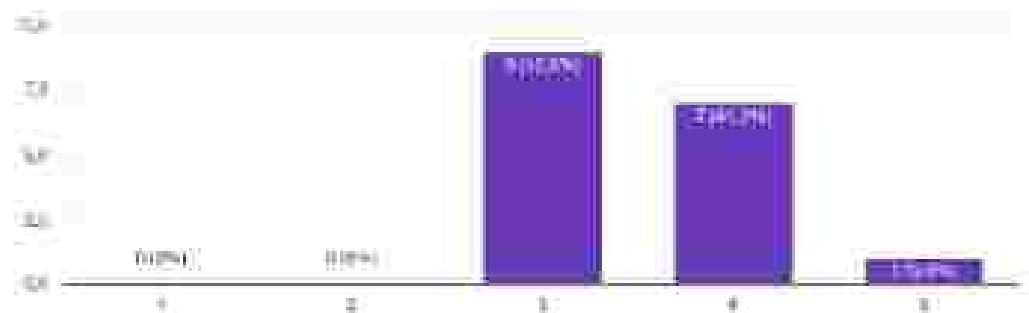
1) Jelaskan



## B. Pengalaman Saat Berada dalam Arus DMC

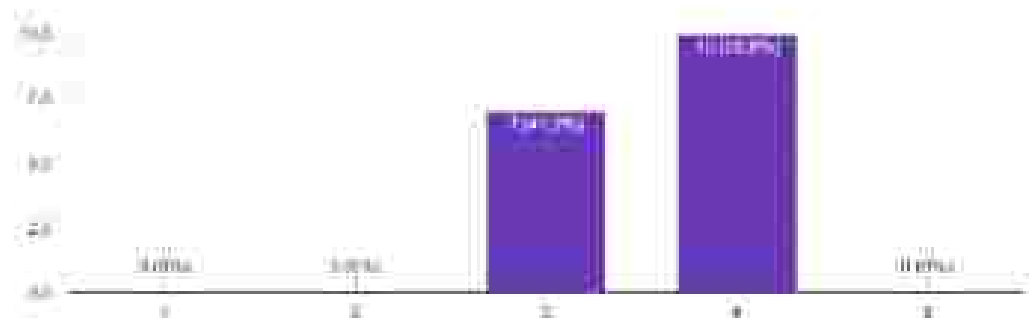
Saya merasa senang dan bersemangat setiap kali mengikuti kegiatan ini karena dalam bahasa Inggris

17 jawaban



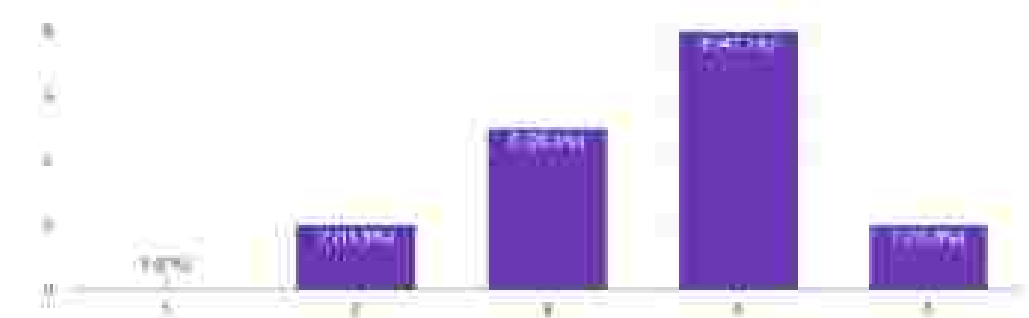
Alasan merasa dalam bahasa Inggris bisa bermakna dan menyenangkan dalam hal ini

17 jawaban



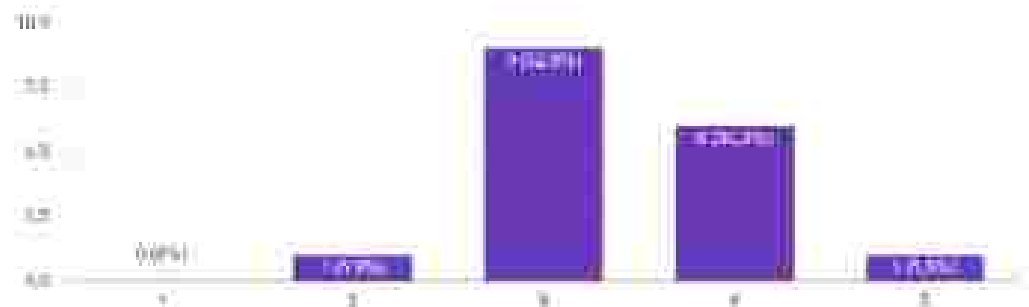
Saya menulis karena saya memiliki tujuan jangka panjang yang ingin dicapai melalui kemampuan bahasa Inggris (misalnya, studi lanjut, karier internasional, dan lain-lain).

17 jawaban



Saya memiliki gambaran jelas tentang diri saya di masa depan sebagai seseorang yang telah menimba dalam bahasa Inggris.

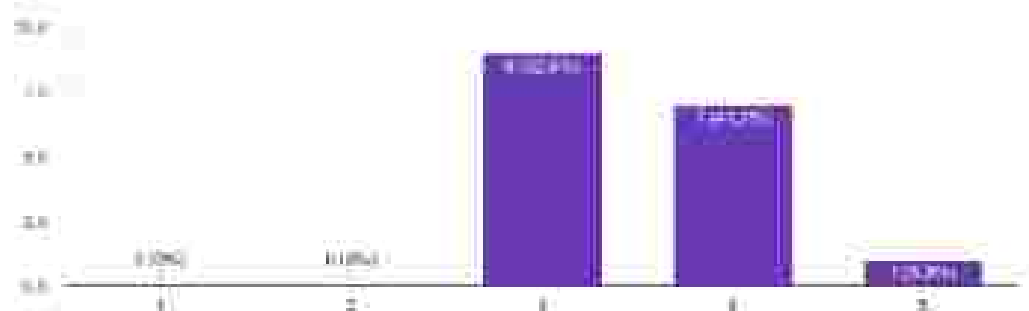
17 peserta



### C. Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

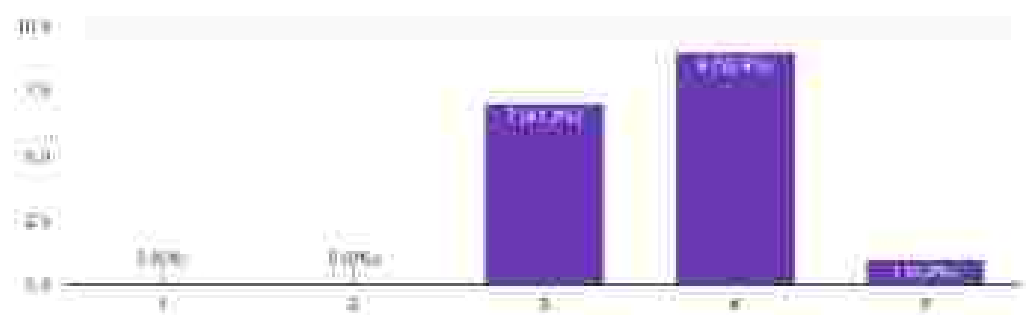
Sebelum mengikuti kegiatan membaca, saya sudah memiliki tujuan pribadi yang jelas terkait kemampuan membaca bahasa Inggris.

17 peserta



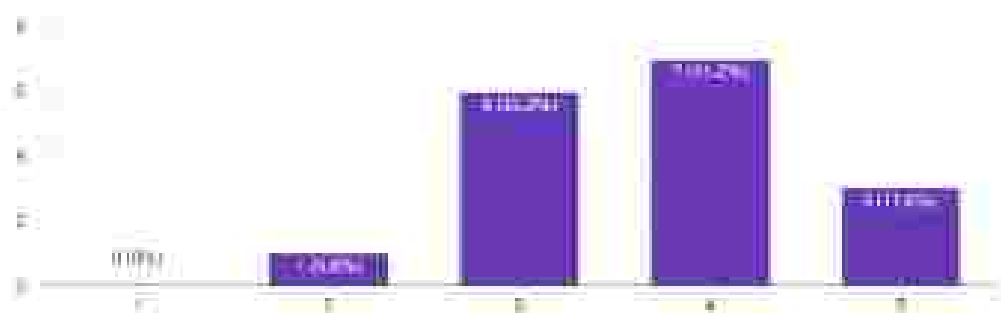
Kebiasaan kecil yang pernah saya capai dalam membaca membantu saya lebih percaya diri untuk membaca lebih banyak.

17 peserta



Demikian saya terpacu penting dalam membaca sehingga saya untuk terus membaca dalam bahasa Inggris.

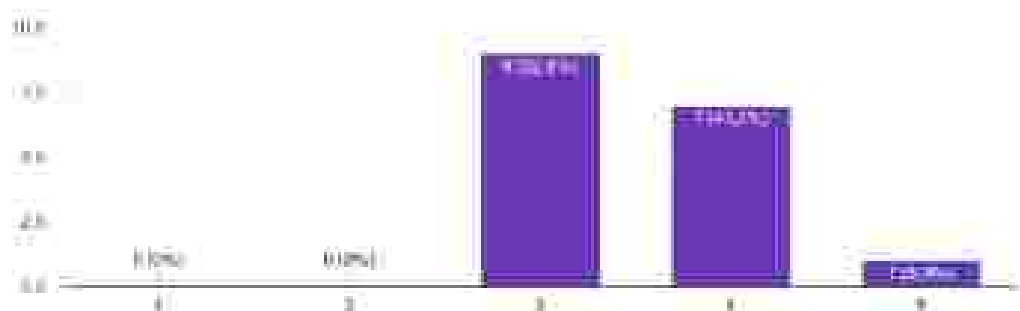
17/10/2024



#### D. Dampak dari Mengalami *Directed Motivational Currents (DMC)* dalam Keterampilan Membaca

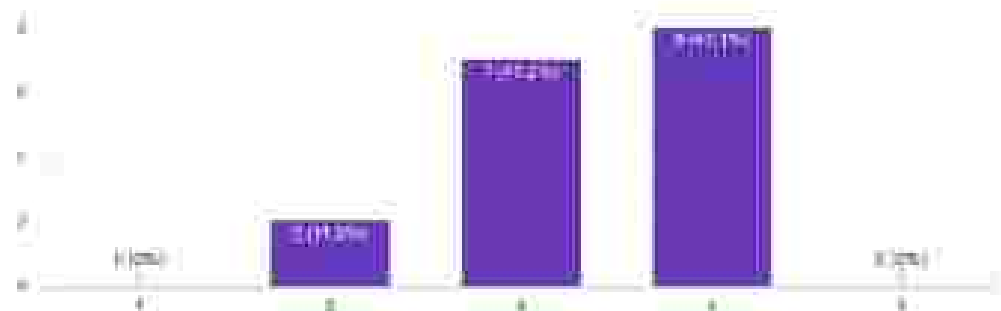
Setelah mengalami semangat tinggi dalam membaca, saya merasa pemahaman saya terhadap teks bahasa Inggris meningkat.

17/10/2024



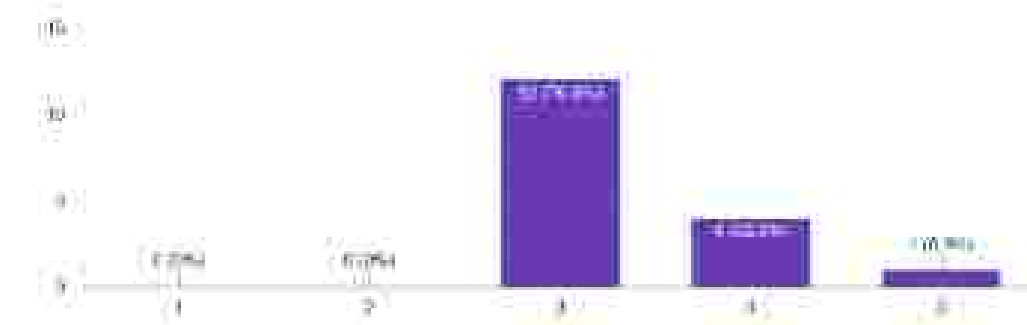
Saya merasa lebih tertular dan fokus ketika membaca teks dalam bahasa Inggris dibandingkan sebelumnya.

17/10/2024



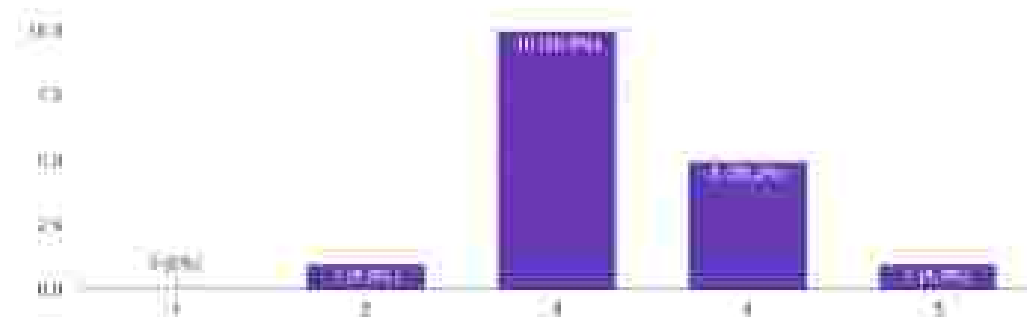
Saya tetap membaca teks. Bahasa Inggris secara rutin, meskipun tidak sedang mendapat tugas khusus.

(f) sesuai



Membaca dalam bahasa Inggris tidak menjadi bagian dari kebiasaan atau gaya hidup saya sehari-hari.

(g) sesuai



## Appendix 5. Interview Transcripts:

### Responden 1

#### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMIC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Saya mulai merasa sangat termotivasi untuk meningkatkan kemampuan membaca saya ketika suatu waktu, saat berada di tempat wisata di daerah saya, saya bertemu dengan seorang turis. Saat itu, muncul keinginan untuk berkomunikasi dengannya, namun terhalang oleh keterbatasan bahasa dan kosa kata. Dari situlah muncul dorongan kuat untuk memperdalam kemampuan bahasa Inggris, termasuk keterampilan membaca.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Ya, dari orang asing atau turis itu tadi memotivasi saya untuk bisa berkomunikasi dengan mereka, sehingga mendorong saya untuk membaca lebih banyak dan pengaruhnya sangat besar sekali.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya merasa adanya peningkatan kemampuan ketika mulai menggunakan aplikasi yang memungkinkan saya berinteraksi dengan turis secara tidak langsung. Melalui aplikasi tersebut, saya dapat merespons pertanyaan mereka dan juga mengajukan pertanyaan. Mereka pun dapat memahami apa yang saya sampaikan. Hal ini berdampak positif terhadap motivasi saya, meskipun peningkatannya tidak signifikan, namun tetap lebih baik dibandingkan sebelumnya.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Saya tidak memiliki rutinitas membaca yang teratur dan disiplin, namun saya sering membaca meskipun tidak pada waktu yang tetap. Saya biasa membaca artikel atau berlatih menggunakan aplikasi seperti Duolingo melalui

intensif. Saya tidak memiliki strategi khusus untuk mempertahankan kebiasaan membaca, karena motivasi itu muncul secara tiba-tiba dan berkembang secara perlahan-lahan.

#### **Bagian B – Pengalaman Saat Berada dalam Arus DMC**

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau “terhanyut” saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

*Jawaban:* Saya pernah membaca sebuah artikel berbahasa Inggris yang sangat menarik, sampai-sampai saya tidak sadar telah membacanya selama beberapa jam. Saat itu, saya merasa seolah-olah ikut terlibat dalam penelitian yang dibahas dalam artikel tersebut, seperti saya sendiri yang menjadi peneliti.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

*Jawaban:* Saya merasa sangat puas ketika berhasil memahami bacaan secara cepat dan akurat, terutama karena sebelumnya saya sering mengalami kesulitan. Setelah itu, saya merasa bahwa membaca tidak lagi sesulit yang saya bayangkan.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

*Jawaban:* Saya memiliki keinginan untuk menjadi guru bahasa Inggris yang baik. Oleh karena itu, kemampuan membaca sangat penting agar saya dapat memahami berbagai jenis teks dan nantinya dapat mengajarkannya kepada siswa saya.

4. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

*Jawaban:* Awalnya, motivasi saya muncul dari rasa senang saat menemukan bacaan yang menarik. Membaca teks tersebut memberikan kebahagiaan dan perasaan positif. Seiring waktu, aktivitas tersebut berubah menjadi kebiasaan yang terus saya lakukan.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban Menurut saya, suasana kelas yang mendukung serta metode pengajaran yang interaktif dan efektif sangat membantu. Misalnya, ketika dosen memberikan tugas membaca yang menarik dan kemudian mendiskusikannya bersama, hal tersebut membuat saya lebih termotivasi.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban Ya, lingkungan belajar yang kondusif cukup mendukung. Dengan adanya lingkungan yang baik, motivasi belajar menjadi lebih terarah dan fokus terhadap tujuan yang ingin dicapai.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban Ketika dosen memberikan pujian atau apresiasi atas kemampuan saya menjelaskan isi bacaan, hal itu sangat meningkatkan semangat dan motivasi saya untuk lebih mendalami bahasa Inggris.

4. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban Justru, tekanan yang muncul dari kewajiban membaca menjadi faktor pendorong tersendiri. Karena merasa itu adalah kewajiban, saya terdorong untuk menyukai aktivitas membaca, meskipun awalnya tidak terlalu menyukainya.

### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami masa motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban Saya menjadi lebih cepat memahami teks dan tidak lagi merasa takut ketika harus membaca teks yang panjang atau sulit. Saya juga menjadi lebih percaya diri saat membaca di depan kelas, terutama ketika guru menunjuk saya untuk membacakan suatu teks.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Saat ini saya sering membaca artikel pendek atau cerita singkat yang muncul di media sosial, meskipun tidak sedang mendapat tugas. Kegiatan membaca ini terasa lebih santai dan menyenangkan.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Jika dikatakan sebagai kebiasaan, memang membaca telah menjadi kebiasaan, terutama karena di kampus saya sering diminta untuk membaca. Hal ini membuat saya merasa senang ketika menemukan teks berbahasa Inggris. Bahkan, saya merasa ada yang kurang jika dalam satu minggu tidak membaca teks dalam bahasa Inggris.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Nilai saya dalam mata kuliah membaca juga menunjukkan peningkatan yang signifikan. Dari yang sebelumnya biasa saja, kini menjadi lebih baik dan naik. Jika sebelumnya saya merasa cemas ketika membaca, sekarang saya lebih rileks dan tenang.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Meskipun demikian, saya sebenarnya tidak terlalu menyukai membaca. Saya hanya membaca jika menemukan artikel atau teks yang cukup menarik.

## Responden 1

### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Saat ini saya merasa termotivasi untuk membaca dalam bahasa Inggris karena tuntutan akademik, khususnya dalam menyelesaikan tugas-tugas kuliah yang mengharuskan saya membaca jurnal-jurnal internasional. Awalnya, hal ini terasa sangat sulit karena saya masih pemula. Namun, ketika saya berhasil memahami isi artikel tanpa bantuan alat penerjemah, saya merasa sangat bangga. Hal ini menjadi titik awal bagi saya untuk lebih serius dalam membaca teks berbahasa Inggris. Selain itu, saya juga semakin tertarik belajar membaca karena mendengar kata bahasa Inggris itu sendiri terasa sangat keren.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Salah satu pengaruh terbesar terhadap motivasi saya adalah dosen yang memberikan tugas-tugas membaca. Awalnya saya membaca karena disuruh, tetapi ketika saya menemukan bacaan yang menarik, saya tidak merasa bosan. Selain itu, saya juga terinspirasi oleh idola saya (anggota NCT), yang sering merekomendasikan buku berbahasa Inggris. Dari situ saya mulai tertarik membaca buku yang mereka sarankan. Jadi, dapat disimpulkan bahwa dorongan dari dosen dan idola sangat memengaruhi motivasi saya.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya mulai menyadari peningkatan dalam membaca ketika saya bisa memahami isi teks bahasa Inggris dengan lebih cepat dan tidak lagi bergantung pada penerjemah. Hal ini membuat saya merasa bahwa kemampuan saya mengalami kemajuan yang cukup baik. Dampaknya sangat positif terhadap motivasi saya, karena membuat saya terdorong untuk terus memperkaya kosakata.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Ketika memiliki waktu luang, saya sering membaca buku berbahasa Inggris, seperti buku motivasi, cerita, atau novel. Jika menemukan kosakata yang tidak saya pahami, saya mencatatnya dan mencari artinya. Saat membaca ulang, saya sudah memahami arti kata tersebut.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Motivasi tersebut muncul secara tiba-tiba, khususnya saat saya merasa tertinggal dari yang lain. Perasaan tertinggal itu mendorong saya untuk mengejar ketertinggalan, dan seiring waktu berkembang menjadi kebiasaan yang bermanfaat.

#### Bagian B – Pengalaman Saat Berada dalam Arus DMIC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau “terhanyut” saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Saya pernah membaca sebuah novel dan merasa sangat tenggelam dalam ceritanya hingga tidak sadar telah membaca lebih dari 100 halaman. Pada saat itu, saya merasa tidak sedang belajar, tetapi menikmati proses membaca itu sendiri. Dalam perkuliahan, saya pernah membaca artikel tentang kewirausahaan, dan ketika saya mendapatkan pengetahuan dari bacaan tersebut, saya merasa senang dan benar-benar menikmati proses memahami isi bacaan.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Membaca menjadi bermakna bagi saya ketika saya mampu memahami isi teks dan mengaitkannya dengan kehidupan pribadi. Misalnya, ketika saya membaca artikel kewirausahaan, saya merasa memperoleh wawasan baru yang berguna bagi kehidupan saya, sehingga proses membaca terasa lebih berarti.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Ya, saya memiliki tujuan jangka panjang untuk menjadi seorang dosen. Oleh karena itu, kemampuan membaca sangat penting, terutama agar

saya mampu memahami jurnal dan buku sebagai referensi pengajaran di tingkat perguruan tinggi. Pada awalnya, saya tidak memiliki ekspektasi tertentu dari aktivitas membaca. Namun, seiring waktu, saya mulai menikmati prosesnya, dengan harapan mendapatkan pengetahuan yang lebih luas.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Saya bisa membaca dalam berbagai kondisi dan suasana, selama tidak ada gangguan. Bahkan di tengah keramaian sekalipun, saya tetap bisa fokus membaca selama saya tidak diganggu. Biasanya saya memanfaatkan waktu luang untuk membaca.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Awalnya, membaca merupakan sebuah kewajiban. Namun, lambat laun, kewajiban itu berubah menjadi kebiasaan yang saya nikmati.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang mendukung serta metode pengajaran yang interaktif membuat saya semakin semangat untuk belajar. Ketika dosen memberikan pertanyaan atau tugas yang menarik, saya terdorong untuk memahami teks dengan lebih mendalam.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Lingkungan belajar saya cukup positif dan memberikan dukungan yang signifikan. Beberapa teman juga bersedia berdiskusi dan berbagi materi, sehingga saya tidak merasa sendiri dalam proses membaca. Ketika mengalami kesulitan, teman-teman dapat membantu.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Dukungan yang paling saya rasakan berasal dari dosen, yang selalu memberikan umpan balik positif. Jika saya melakukan kesalahan, beliau akan membantu memperbaikinya dan memberikan afirmasi seperti "Good job" atau

"Sudah bagus, tapi bisa ditingkatkan lagi." Saat konsultasi, dosen juga sering memberikan saran yang membangun, yang membuat saya semakin termotivasi.

4. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban : Saya tidak merasa tekanan akademik menurunkan motivasi saya, karena sejak awal motivasi itu berasal dari diri saya sendiri.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami masa motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban: Saya merasa terjadi peningkatan dalam kemampuan memahami bacaan, dan kini saya mampu menilai isi teks dengan lebih kritis.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Aktivitas membaca kini tidak hanya saya lakukan karena tugas, tetapi juga untuk menambah pengetahuan dan sebagai bentuk hiburan pribadi.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Awalnya saya membaca karena tuntutan akademik, seperti untuk memperoleh nilai. Namun, ketika saya menemukan bacaan yang menarik, saya mulai menikmati aktivitas membaca. Lama kelamaan, hal ini berkembang menjadi kebiasaan.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Nilai akademik saya pun mengalami peningkatan. Dahulu saya membaca semata-mata untuk memperoleh nilai, tetapi seiring berjalannya waktu dan peningkatan pemahaman, hasil akademik saya pun menjadi lebih baik.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Saat ini, kapan pun saya memiliki waktu luang, baik pagi, siang, maupun malam, saya akan menyempatkan diri untuk membaca.

### Responden 3

#### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Saya mulai sangat termotivasi ketika berhasil memahami artikel jurnal berbahasa Inggris tanpa bantuan terjemahan. Pengalaman itu memberi rasa percaya diri yang tinggi dan membuat saya sadar bahwa membaca secara rutin ternyata sangat efektif meningkatkan kemampuan saya.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Ya, dosen saya sangat berpengaruh karena beliau sering memberikan rekomendasi bacaan yang menarik dan bermanfaat. Selain itu, teman-teman saya juga suka berbagi bacaan, yang membuat saya semakin ingin membaca agar bisa ikut berdiskusi dengan mereka.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya menyadari kemajuan saat bisa memahami isi teks tanpa membuka kamus terus-menerus. Hal ini membuat saya semakin termotivasi karena saya melihat hasil nyata dari usaha saya.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Ya, saya membiasakan diri membaca 30 menit setiap pagi dan mencatat kosakata baru yang saya temukan. Saya juga menyusun target bacaan mingguan agar tetap konsisten.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Motivasi saya berkembang secara perlahan, seiring dengan peningkatan pemahaman dan dukungan lingkungan belajar.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

Jawaban: Saya memilih bacaan yang ringan namun tetap berkualitas, seperti artikel pendek atau cerita pendek, agar tetap bisa membaca tanpa merasa tertekan.

### Bagian B – Pengalaman Saat Berada dalam Arus DMC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau “terhanyut” saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Pernah. Saat membaca novel atau cerita pendek yang menarik, saya bisa larut dalam cerita hingga lupa waktu. Saya benar-benar menikmati prosesnya dan tidak merasa sedang belajar, meskipun sebenarnya saya tetap memperoleh banyak kosakata dan struktur kalimat baru.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Membaca terasa bermakna karena saya merasa mendapatkan pengetahuan baru, dan kemampuan saya meningkat tanpa tekanan. Selain itu, saya juga merasa lebih siap menghadapi tugas-tugas akademik.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Ya, saya ingin melanjutkan studi ke luar negeri, dan kemampuan memahami teks akademik dalam bahasa Inggris sangat penting untuk itu. Jadi, membaca bukan hanya kebutuhan akademik, tapi juga bagian dari langkah menuju masa depan.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Saat suasana tenang dan tidak ada gangguan, seperti di malam hari atau di perpustakaan, saya merasa lebih fokus dan menikmati bacaan.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Awalnya saya merasa membaca adalah keharusan, tapi sekarang sudah menjadi kebiasaan bahkan kesenangan tersendiri.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang interaktif, metode pengajaran yang mendorong diskusi, dan teman-teman yang aktif berdiskusi membuat saya semakin tertarik untuk membaca agar bisa ikut terlibat. Ini sangat membantu menjaga motivasi saya.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Ya, lingkungan belajar saya cukup mendukung. Fasilitas yang tersedia, seperti perpustakaan dan akses jurnal online, sangat membantu saya dalam mencari bahan bacaan.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Dukungan dari dosen yang memberikan apresiasi saat saya menunjukkan pemahaman terhadap bacaan sangat berdampak besar. Itu membuat saya merasa dihargai dan semakin semangat membaca.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

Jawaban: Dosen saya sering memberikan feedback yang membangun dan menyemangati untuk terus membaca, bahkan memberikan tantangan bacaan yang sesuai dengan level saya.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban: Kadang ya. Saat tugas menumpuk dan deadline ketat, saya merasa kewalahan sehingga semangat membaca menurun. Tapi ketika manajemen waktu saya baik, tekanan tersebut justru bisa menjadi pendorong.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami nilai motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban: Sangat terlihat. Saya lebih cepat memahami teks, bisa menangkap ide pokok dengan lebih baik, dan mulai terbiasa dengan berbagai gaya bahasa penulis akademik.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Ya, saya jadi suka membaca artikel atau buku bahasa Inggris di luar tugas karena sudah terbiasa dan merasa ada manfaatnya.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Sekarang membaca sudah menjadi kebiasaan dan kebutuhan. Bahkan kadang saya merasa kurang kalau sehari tidak membaca sesuatu dalam bahasa Inggris.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Ya, nilai saya di mata kuliah bahasa literasi atau reading meningkat karena saya lebih siap dan memahami materi lebih cepat.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Tetap. Karena saya merasa membaca membuat saya terus berkembang, jadi meskipun tidak ada tugas, saya tetap membaca.

#### Responden 4

##### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Bagi saya, pengalaman yang membuat saya sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris adalah ketika saya pertama kali membaca novel berbahasa Inggris yang sangat saya sukai. Saya merasa terhubung dengan cerita dan karakter-karakternya, yang membuat saya ingin terus membaca dan memahami lebih banyak.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Ya, ada dosen bahasa Inggris saya yang sangat mendorong dan menginspirasi saya untuk membaca lebih banyak. Beliau memberikan rekomendasi buku-buku yang menarik dan membantu saya memahami strategi membaca yang efektif. Pengaruh beliau sangat besar karena beliau membuat saya merasa bahwa membaca adalah kegiatan yang menyenangkan dan bermanfaat.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya menyadari bahwa saya mulai mengalami kemajuan dalam membaca ketika saya dapat memahami teks-teks yang lebih kompleks dan panjang tanpa terlalu banyak kesulitan. Dampaknya terhadap motivasi saya sangat positif karena saya merasa bahwa saya sedang mencapai tujuan saya dan menjadi lebih percaya diri.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Ya, saya memiliki rutinitas membaca setiap hari sebelum tidur, yang membantu saya mempertahankan semangat membaca. Saya juga mencoba untuk memilih buku-buku yang menarik dan relevan dengan minat saya.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Perasaan motivasi saya berkembang perlahan, karena saya semakin menyukai kegiatan membaca dan merasa bahwa saya sedang mencapai tujuan saya.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

Jawaban: Untuk menjaga semangat membaca saat sibuk atau lelah, saya mencoba untuk membuat jadwal membaca yang fleksibel dan memilih waktu yang paling nyaman bagi saya.

### Bagian B – Pengalaman Saat Berada dalam Arm DMC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau "terhanyut" saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Ya, saya pernah merasa sangat fokus, bersemangat, dan "terhanyut" saat membaca teks berbahasa Inggris, terutama ketika saya membaca novel yang sangat saya sukai. Saya merasa seperti saya sedang berada di dalam cerita dan dapat merasakan emosi karakter-karakternya.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Pengalaman membaca terasa bermakna bagi saya karena saya dapat memperoleh pengetahuan baru, memahami perspektif yang berbeda, dan merasa terhubung.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Ya, ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan saya. Saya ingin menjadi lebih mahir dalam bahasa Inggris dan membaca dapat membantu saya mencapai tujuan tersebut.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Saya merasa paling menikmati membaca dalam kondisi yang tenang dan nyaman, seperti di rumah atau di perpustakaan.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Bagi saya, membaca adalah kesenangan karena saya dapat memperoleh pengetahuan baru dan merasa terhibur.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang nyaman dan metode mengajar dosen yang interaktif sangat memengaruhi motivasi membaca saya. Dosen yang dapat membuat materi menarik dan relevan dengan kehidupan sehari-hari membuat saya lebih termotivasi untuk membaca.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Ya, saya merasa lingkungan belajar mendukung tujuan pribadi saya dalam membaca bahasa Inggris. Lingkungan yang mendukung dan memotivasi membuat saya lebih percaya diri untuk mencapai tujuan saya.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Bentuk dukungan yang paling berdampak terhadap semangat membaca saya adalah dukungan dari dosen yang dapat memberikan umpan balik positif dan membantu saya memahami materi yang sulit.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

Jawaban: Peran guru atau dosen sangat penting dalam menjaga motivasi saya tetap tinggi karena mereka dapat memberikan dukungan dan umpan balik yang positif.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban: Tidak, saya tidak merasa tekanan akademik malah menurunkan motivasi. Sebaliknya, tekanan akademik yang wajar dapat membuat saya lebih termotivasi untuk membaca dan mencapai tujuan saya.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami masa motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

*Jawaban:* Ya, setelah mengalami masa motivasi tinggi dalam membaca, saya melihat ada perubahan dalam pemahaman dan keterampilan membaca saya. Saya dapat memahami teks-teks yang lebih kompleks dan panjang dengan lebih mudah.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

*Jawaban:* Ya, motivasi tinggi tersebut memengaruhi kebiasaan membaca saya di luar tugas kuliah. Saya sekarang lebih suka membaca buku-buku bahasa Inggris di waktu luang saya.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

*Jawaban:* Sekarang, saya merasa membaca teks bahasa Inggris sudah menjadi kebiasaan dan kesenangan karena saya dapat memperoleh pengetahuan baru dan merasa terhibur.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

*Jawaban:* Ya, hasil akademik saya juga berubah selama mengalami motivasi tinggi dalam membaca. Saya dapat mencapai nilai yang lebih baik dan lebih percaya diri dalam membaca.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

*Jawaban:* Ya, sekarang saya tetap membaca walaupun tidak ada tugas karena saya telah menjadikan membaca sebagai kebiasaan dan kesenangan.

## Responden 5

### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Pengalaman yang membuat termotivasi untuk meningkatkan kemampuan membaca dalam Bahasa Inggris adalah Ketika saya mengalami kesulitan memahami tugas kuliah yang ditulis dalam Bahasa Inggris. Saya merasa harus meningkatkan kemampuan membaca saya agar tidak ketinggalan.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Orang yang mendorong saya adalah teman saya yang sudah lancar dalam berbahasa Inggris. Dia sering berbagi buku dan artikel dalam bahasa Inggris dengan saya dan menyuruh saya untuk membaca.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya menyadari bahwa saya mulai mengalami kemajuan dalam membaca ketika saya bisa memahami artikel dalam Bahasa Inggris tanpa harus menterjemahkan dulu ke bahasa Indonesia. Ini membuat saya merasa lebih percaya diri dan motivasi saya meningkat sedikit demi sedikit.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Rutinitas saya adalah membaca 15 sampai 30 menit setiap hari saat saya memiliki waktu luang, seperti saat sebelum tidur.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Perasaan motivasi itu berkembang perlahan, bukan datang secara tiba-tiba. Saya butuh waktu untuk menyadari bahwa saya harus meningkatkan kemampuan membaca saya.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

Jawaban: Saat saya sibuk atau lelah, saya mencoba untuk membaca sedikit demi sedikit, tidak harus banyak. Kadang saya membaca hanya beberapa kalimat saja.

#### Bagian B – Pengalaman Saat Berada dalam Arus DMC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau “terhanyut” saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Ya, pernah. Ketika saya membaca artikel tentang topik yang saya sukai, saya merasa sangat fokus dan terhanyut.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Pengalaman membaca terasa bermakna bagi saya karena saya bisa belajar hal hal baru yang menarik.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Ya ada hubungan antara kegiatan membaca dengan impian saya, yaitu menjadi orang yang bisa berbahasa Inggris dengan lancar sehingga saya bisa bekerja di luar negeri.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Ketika saya sedang santai di rumah dan tidak ada gangguan.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Saya merasa membaca itu sebagai kebiasaan yang perlu, bukan hanya kesenangan saja.

#### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang nyaman dan metode mengajar dosen yang menarik yang membuat motivasi membaca saya meningkat sedikit.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Ya, lingkungan belajar saya mendukung tujuan pribadi saya dalam membaca Bahasa Inggris, tapi tidak sepenuhnya.

5. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Dukungan dari teman-teman saya adalah yang paling berdampak terhadap semangat membaca saya.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

Jawaban: Peran guru atau dosen cukup penting dalam menjaga motivasi saya tetap tinggi, tapi tidak terlalu besar.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban: Ya, tekanan akademik kadang membuat saya merasa stress dan menurunkan semangat membaca saya.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami krisis motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban: Ya, pemahaman dan keterampilan saya meningkat sedikit.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Ya, motivasi tersebut memengaruhi kebiasaan membaca saya di luar tugas kuliah, tapi tidak terlalu banyak.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Sekarang saya merasa membaca teks bahasa Inggris sudah menjadi kebiasaan yang biasa, bukan kesenangan atau kebutuhan yang besar.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Ya, sedikit demi sedikit.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Ya, tapi tidak terlalu sering.

## Responden 6

### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Saat mencoba untuk membaca salah satu novel berbahasa Inggris tanpa menggunakan alat penerjemah sedikitpun, saya kesulitan memahami alur cerita. Hal itu membuat termotivasi untuk meningkatkan kemampuan bahasa Inggris saya, termasuk membaca.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Beberapa teman saya yang fasih berbahasa Inggris cukup memotivasi saya, karena melihat pengetahuannya yang luas berkat membaca memotivasi saya untuk mengikuti kegiatan mereka.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya menyadari kemajuan ketika saya mulai menikmati membaca buku berbahasa Inggris tanpa merasa kesulitan memahami alurnya. Ini membuat saya semakin percaya diri dan ingin membaca lebih banyak lagi.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Saya selalu membuat jadwal membaca setiap harinya, dan juga memilih bacaan dengan genre yang saya sukai sehingga bisa menikmati kegiatan tersebut.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Motivasi saya berkembang perlahan, seiring dengan peningkatan kemampuan dan kepercayaan diri saya.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

*Jawaban:* Saya memilih bacaan yang ringan dan sesuai dengan minat saya. Saya juga membatasi waktu membaca agar tidak merasa terbebani seperti satu hari satu halaman.

#### **Bagian B – Pengalaman Saat Berada dalam Arus DMC**

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau “terhanyut” saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

*Jawaban:* Ya, pernah. Saat membaca novel fiksi yang menarik, saya sering lupa waktu dan benar-benar mengikuti alur dalam cerita.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

*Jawaban:* Membaca membuka wawasan saya ke dunia baru dan perspektif yang berbeda. Itu membuat saya merasa lebih banyak dan berpengetahuan.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

*Jawaban:* Ya, membaca membantu saya memperluas pengetahuan dan keterampilan yang dibutuhkan untuk mencapai impian saya.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

*Jawaban:* Saya paling menikmati membaca di tempat yang tenang dan nyaman, di kamar saya.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

*Jawaban:* Membaca menjadi kebiasaan dan kesenangan bagi saya, tapi juga menjadi keharusan karena meskipun ada tugas membaca, saya harus tetap menikmatinya.

#### **Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC**

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

*Jawaban:* Suasana kelas yang positif dan sesekali ada diskusi yang menarik dengan teman-teman meningkatkan motivasi membaca saya.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Ya, karena kita punya perpustakaan kampus yang menyediakan banyak buku baru dan sekarang juga bisa dibaca melalui gadget.

5. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Dukungan dari orang tua saya yang sebenarnya memiliki hobi dan kebiasaan yang sama terhadap membaca.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

Jawaban: Pengajar atau dosen yang memberikan feedback positif dan juga nasehat dukungan sangat membantu dalam menjaga motivasi saya.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban: Tidak sama sekali, justru itu memacu saya untuk menjadi lebih rajin dan lebih semangat lagi untuk belajar.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami nilai motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban: Ya, kecepatan dan pemahaman bacaan saya meningkat pesat.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Ya, karena saya rasa masih tetap berusaha untuk bisa menyeimbangkannya antara bacaan penting dan novel.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Membaca bahasa Inggris sudah menjadi kebiasaan dan kesenangan bagi saya.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Ya, nilai mata kuliah yang berkaitan dengan bahasa Inggris meningkat.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Ya, saya tetap membaca untuk kesenangan pribadi.

## Responden 7

### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMC

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Pengalaman yang paling memotivasi saya untuk meningkatkan kemampuan membaca dalam bahasa Inggris adalah saat saya mengikuti lomba esai tingkat nasional. Waktu itu saya merasa tertantang karena semua referensi harus berbahasa Inggris, dan dari situ saya jadi semangat untuk terus membaca dan memahami lebih dalam. Pengalaman itu jadi titik balik saya untuk mulai serius belajar membaca teks-teks akademik dalam bahasa Inggris.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Ya, ada beberapa orang yang sangat berpengaruh. Dosen pembimbing saya sering memberikan referensi bacaan yang menarik dan selalu memotivasi saya untuk membaca lebih banyak. Selain itu, teman satu kelompok belajar saya juga sering berbagi artikel atau jurnal yang menurutnya bermanfaat. Itu membuat saya merasa tidak sendirian dalam proses belajar ini.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya mulai sadar ada kemajuan ketika saya bisa memahami isi jurnal tanpa harus menerjemahkan kata per kata lagi. Dulu saya sering kesulitan memahami kalimat kompleks, tapi sekarang saya sudah terbiasa. Hal ini bikin saya jadi lebih percaya diri dan semangat untuk terus membaca.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Saya biasanya menyediakan waktu khusus setiap malam untuk membaca, minimal 30 menit. Kadang saya juga pakai strategi baca cepat untuk memahami inti bacaan, lalu baca ulang bagian penting. Rutinitas ini cukup membantu menjaga konsistensi saya dalam membaca.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Motivasi itu awalnya muncul sedikit demi sedikit. Awalnya karena kebutuhan tugas, tapi lama-lama saya merasa enjoy dan penasaran sama isi bacaan.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

Jawaban: Saat sedang sibuk atau lelah, saya tetap usahakan membaca walau sedikit. Saya biasanya pilih bacaan yang ringan atau yang sesuai minat biar tetap semangat.

### Bagian B – Pengalaman Saat Berada dalam Arm DMC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau "terhanyut" saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Pernah, saya merasa sangat fokus dan "terhanyut" waktu membaca artikel tentang teknologi pendidikan. Saya lupa waktu dan saking semangatnya, saya bahkan mencatat hal-hal penting dan langsung cari sumber bacaan lainnya.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Pengalaman itu terasa bermakna karena saya merasa berkembang. Saya jadi tahu lebih banyak istilah akademik dan itu bantu saya saat nulis paper. Saya juga merasa puas bisa memahami bacaan tanpa harus terus buka kamus.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Ya, saya merasa kegiatan membaca sangat berkaitan dengan impian saya. Saya ingin lanjut studi ke luar negeri, jadi kemampuan membaca dalam bahasa Inggris itu sangat penting sebagai modal utama.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Saya paling menikmati membaca saat suasana tenang, misalnya di malam hari atau pagi hari sebelum aktivitas mulai padat.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Awalnya saya merasa membaca itu kewajiban, tapi sekarang sudah jadi kebiasaan, bahkan kadang jadi kesenangan kalau topiknya sesuai minat.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang aktif diskusi dan dosen yang terbuka dengan berbagai sumber bacaan sangat membantu motivasi saya. Teman-teman yang saling berbagi materi juga bikin suasana belajar jadi lebih hidup.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

Jawaban: Ya, lingkungan belajar saya cukup mendukung. Ada perpustakaan digital dan forum diskusi online yang memudahkan saya untuk cari referensi dan bertukar ide.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

Jawaban: Dukungan yang paling berdampak menurut saya adalah saat dosen memberi apresiasi atas usaha membaca. Walaupun belum sepenuhnya paham, tapi dukungan itu bikin saya terus mau mencoba.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

Jawaban: Peran dosen sangat besar. Mereka bisa menjaga semangat saya dengan cara memberi feedback positif dan arahan bacaan yang sesuai dengan minat saya.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

Jawaban: Kadang saya merasa tekanan akademik justru menurunkan motivasi, terutama kalau tugas menumpuk. Tapi kalau saya bisa atur waktu dengan baik, tekanan itu bisa jadi pendorong juga.

#### Bagian D – Dampak dari Mengalami DMC

1. Setelah mengalami nilai motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

Jawaban: Setelah mengalami motivasi tinggi, saya merasa kemampuan memahami teks meningkat. Saya bisa menganalisis bacaan lebih cepat dan bisa mengaitkan isi bacaan dengan pengetahuan yang saya miliki.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

Jawaban: Ya, motivasi tinggi itu bikin saya jadi terbiasa baca di luar tugas. Kadang saya baca artikel atau jurnal hanya karena penasaran atau ingin tahu lebih banyak tentang suatu topik.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

Jawaban: Sekarang saya membaca bukan lagi karena harus, tapi karena sudah terbiasa dan saya merasa senang melakukannya. Rasanya kurang lengkap kalau dalam sehari tidak baca apapun.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

Jawaban: Nilai akademik saya jadi lebih baik karena saya bisa memahami bahan bacaan lebih cepat dan mendalam.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

Jawaban: Sekarang saya tetap membaca walaupun tidak ada tugas, karena saya merasa membaca itu membantu saya berkembang.

## Responden 8

### Bagian A – Pemicu dan Mekanisme Pemeliharaan DMG

1. Bisakah Anda menceritakan pengalaman atau peristiwa tertentu yang membuat Anda sangat termotivasi untuk meningkatkan kemampuan membaca dalam bahasa Inggris?

Jawaban: Ya, ada satu titik balik dalam perjalanan akademik saya yang sangat membekas. Waktu itu saya mengikuti seminar internasional yang diselenggarakan oleh kampus, dan saya benar-benar kesulitan memahami materi yang disampaikan dalam bahasa Inggris. Saya merasa tertinggal dan teman-teman lain yang dengan mudah mengikuti pembahasan dan diskusi. Sejak saat itu, saya bertekad untuk memperbaiki kemampuan membaca saya, karena saya menyadari bahwa membaca adalah kunci utama untuk memahami materi kuliah dan dunia akademik yang mayoritas menggunakan bahasa Inggris. Sejak momen itu, saya mengalami dorongan besar yang tidak bisa dijelaskan, seolah saya ingin terus belajar dan membaca tanpa henti.

2. Apakah ada orang (misalnya dosen, teman, keluarga) yang mendorong atau menginspirasi Anda untuk membaca lebih banyak? Bagaimana pengaruh mereka?

Jawaban: Ada, terutama dosen pembimbing saya. Beliau sangat menginspirasi saya karena selalu menyarankan bacaan ilmiah yang relevan dan mendalam. Gaya mengajarnya tidak hanya menyampaikan materi, tapi juga mendorong mahasiswa untuk berpikir kritis. Selain itu, teman dekat saya juga punya kebiasaan membaca jurnal dan buku berbahasa Inggris, dan kami sering berdiskusi bersama. Dari situ saya belajar bahwa membaca bukan sekadar tugas, tetapi juga cara untuk memperluas wawasan dan membentuk pola pikir. Dukungan dan kebiasaan mereka membuat saya merasa tertantang dan terdorong untuk melakukan hal yang sama.

3. Bagaimana Anda menyadari bahwa Anda mulai mengalami kemajuan dalam membaca? Apa dampaknya terhadap motivasi Anda?

Jawaban: Saya mulai menyadari kemajuan saat saya bisa membaca artikel jurnal tanpa harus menerjemahkan setiap kalimat ke dalam bahasa Indonesia. Saya juga mulai bisa menangkap inti gagasan dari setiap paragraf dan

menuliskannya kembali dengan kata-kata saya sendiri. Hal ini membuat saya merasa percaya diri dan termotivasi untuk terus membaca karena saya mulai melihat hasil nyata dari usaha saya.

4. Apakah Anda memiliki rutinitas atau strategi khusus untuk mempertahankan semangat membaca?

Jawaban: Saya biasanya menetapkan waktu khusus untuk membaca, terutama di pagi hari sebelum aktivitas kuliah dimulai. Saya juga membuat daftar bacaan mingguan agar tetap terarah. Selain itu, saya menggunakan teknik skimming dan scanning untuk menyesuaikan waktu membaca dengan jenis bacaan. Saya juga sering membuat ringkasan atau insight penting dari bacaan yang saya anggap menarik. Strategi ini membantu saya menjaga konsistensi dan menghindari kejenuhan.

5. (Probing) Apakah perasaan motivasi itu muncul tiba-tiba atau berkembang perlahan?

Jawaban: Motivasi itu tidak muncul secara tiba-tiba. Diawali dari rasa frustrasi dan kesadaran bahwa saya perlu berkembang, lalu berkembang secara perlahan menjadi semangat yang berkelanjutan. Seiring waktu, dorongan itu menjadi bagian dari rutinitas dan gaya hidup saya sebagai mahasiswa.

6. (Probing) Bagaimana Anda menjaga semangat membaca saat sedang sibuk atau lelah?

Jawaban: Ketika saya lelah atau sangat sibuk, saya mencoba membaca hal-hal ringan seperti artikel populer atau opini yang masih dalam bahasa Inggris. Saya juga memberikan waktu jeda dan tidak memaksa diri membaca materi berat saat tidak fokus. Prinsip saya adalah menjaga keberlanjutan, walaupun hanya membaca sedikit, yang penting tetap konsisten.

## Bagian B – Pengalaman Saat Berada dalam Arus DMIC

1. Pernahkah Anda merasa sangat fokus, bersemangat, atau "terhanyut" saat membaca teks berbahasa Inggris? Bisa ceritakan lebih lanjut?

Jawaban: Pernah, dan bahkan sering terjadi dalam fase tertentu. Saat saya membaca artikel yang sangat relevan dengan topik skripsi saya, saya bisa duduk berjam-jam tanpa merasa bosan. Saya begitu fokus sampai lupa waktu makan. Rasanya seperti sedang menjelajahi dunia baru melalui kata-kata, dan

saya menikmati setiap prosesnya. Tidak ada tekanan, hanya rata ingin tahu dan antusiasme tinggi.

2. Apa yang membuat pengalaman membaca terasa bermakna bagi Anda?

Jawaban: Membaca menjadi bermakna ketika saya bisa mengaitkan apa yang saya baca dengan kehidupan nyata atau proyek akademik yang sedang saya kerjakan. Kadang, satu paragraf bisa membuka perspektif baru yang mengubah cara saya berpikir. Proses pemahaman itu seperti menemukan potongan puzzle yang selama ini hilang. Hal itu membuat saya merasa lebih berkembang sebagai individu.

3. Apakah ada hubungan antara kegiatan membaca dengan impian atau tujuan masa depan Anda?

Jawaban: Sangat ada. Salah satu impian saya adalah menjadi peneliti dan dosen di bidang pendidikan. Untuk itu, kemampuan memahami teks akademik dan memperkaya wawasan lewat membaca adalah modal utama. Saya percaya bahwa siapa pun yang ingin berkontribusi dalam dunia akademik harus starts dengan dunia literasi, terutama dalam bahasa Inggris.

4. (Probing) Dalam kondisi seperti apa Anda merasa paling menikmati membaca?

Jawaban: Saat saya membaca di tempat tenang, seperti perpustakaan atau kafe dengan suasana santai. Musik instrumental juga sering membantu saya lebih fokus. Saya juga menikmati membaca di malam hari ketika pikiran sudah tenang.

5. (Probing) Apakah Anda merasa membaca itu sebagai keharusan, kebiasaan, atau kesenangan?

Jawaban: Awalnya memang keharusan, lalu menjadi kebiasaan, dan sekarang saya bisa bilang bahwa membaca adalah bentuk kesenangan dan kebutuhan intelektual saya.

### Bagian C – Pengaruh Faktor Kontekstual terhadap Kemunculan DMC

1. Bagaimana suasana kelas, metode mengajar dosen, atau teman-teman belajar memengaruhi motivasi membaca Anda?

Jawaban: Suasana kelas yang terbuka dan diskusi yang hidup sangat memengaruhi. Dosen yang tidak hanya ceramah, tetapi mengajak berdialog dan memgalkan kami membaca sebelum berdiskusi, membuat saya terdorong

untuk mempersiapkan diri dengan baik. Diskusi antar teman juga memperkaya pemahaman dan mendorong saya membaca lebih kritis.

2. Apakah Anda merasa lingkungan belajar mendukung tujuan pribadi Anda dalam membaca bahasa Inggris?

*Jawaban:* Ya, saya merasa sangat terbantu dengan fasilitas seperti akses jurnal internasional, perpustakaan digital, dan komunitas belajar. Teman-teman juga memiliki tujuan serupa, jadi kami saling menyemangati dan berbagi sumber bacaan.

3. Adakah bentuk dukungan tertentu yang Anda rasa paling berdampak terhadap semangat membaca Anda?

*Jawaban:* Bentuk dukungan yang paling berdampak adalah umpan balik konstruktif dari dosen dan apresiasi saat saya memunculkan pemahaman yang mendalam. Selain itu, adanya sesi tanya jawab yang menantang juga mendorong saya untuk lebih serius membaca.

4. (Probing) Bagaimana peran guru atau dosen dalam menjaga motivasi Anda tetap tinggi?

*Jawaban:* Dosen yang memperlakukan mahasiswa sebagai mitra belajar sangat efektif dalam menjaga motivasi saya. Mereka tidak menghakimi saat kita belum paham, tapi membimbing dan memberikan ruang eksplorasi.

5. (Probing) Apakah Anda merasa tekanan akademik malah menurunkan motivasi? Bisa jelaskan?

*Jawaban:* Kadang ya, terutama saat jadwal terlalu padat. Tapi saya belajar mengelola waktu dan menetapkan prioritas. Tekanan akademik yang dikelola dengan baik justru bisa menjadi pemacu untuk tetap produktif.

#### **Bagian D – Dampak dari Mengalami DMC**

1. Setelah mengalami masa motivasi tinggi dalam membaca, apakah Anda melihat ada perubahan dalam pemahaman atau keterampilan membaca Anda?

*Jawaban:* Sangat signifikan. Saya tidak hanya membaca lebih cepat dan efisien, tetapi juga lebih kritis dalam memahami argumen penulis. Saya bisa mengidentifikasi ide utama dan struktur tulisan dengan lebih baik.

2. Apakah motivasi tinggi tersebut memengaruhi kebiasaan membaca Anda di luar tugas kuliah?

*Jawaban:* Ya, saya jadi terbiasa membaca bahkan ketika tidak ada tugas. Saya sering membaca jurnal, artikel online, atau bahkan novel berbahasa Inggris untuk hiburan sekaligus belajar.

3. Bagaimana perasaan Anda sekarang terhadap membaca teks bahasa Inggris, apakah sudah menjadi kebiasaan, kebutuhan, atau kesenangan?

*Jawaban:* Semua sekaligus. Sekarang membaca sudah menjadi bagian dari hidup saya sebagai mahasiswa dan calon akademisi. Saya merasa kehilangan jika tidak membaca dalam satu hari.

4. (Probing) Apakah hasil akademik Anda juga berubah selama mengalami motivasi tinggi dalam membaca?

*Jawaban:* Ya, nilai saya meningkat karena pemahaman terhadap materi kuliah lebih baik. Saya juga lebih mudah mengerjakan tugas tertulis karena terbiasa melihat bagaimana tulisan akademik disusun.

5. (Probing) Apakah sekarang Anda tetap membaca walaupun tidak ada tugas?

*Jawaban:* Ya, membaca sekarang sudah seperti rutinitas harian. Bahkan saya merasa senang bisa memilih bacaan sendiri tanpa tekanan tugas.

## Appendix 6. Documentation of EFL Students' Reading Journal/Log Book

### Respondent 1

Leelis Alwina (2388203019)

Name of task : Reading News Article on Breaking New English - Com.  
General description of task :

Students read and respond to a short article from an online English learning website

Types of task : Individual / pair work / ~~group~~  
Start time : June / 18 / 2025 (07.20 AM)  
End time : June / 18 / 2025 (09.00 AM)  
Rate your reading motivation from 1-10 : 7.

| Minute to task | Activities                           | Feeling, impressions, remarks, experience, interesting events                 | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------|
| 07.10 - 07.10  | Reading the article silently         | The topic (climate change) was interesting but vocabulary was a bit difficult | 6                                                 |
| 07.10 - 07.20  | Re-reading and underlining new words | used dictio and found the meaning of unknown terms                            | 7                                                 |
| 07.20 - 07.35  | discussing article with partner      | my partner had a different opinion which made the discussion more meaningful  | 8                                                 |
| 07.35 - 09.05  | Writing a short reflection paragraph | It helped me think more critically about the issue                            | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Loes Alwina (2588203019).

Name of task : Reading Graded Reader "The Secret Garden"

General description of task :

Students read and adapted English novel from the graded reader series (level 2).

Types of task : Individual / pair-work / group

Start time : June /19 /2025 (10 : 00 AM)

End time : June /19 /2025 (12 :00 PM)

Rate your reading motivation from 1-10 : 9.

| Minute to task | Activities                           | Feeling, impressions, remarks, experience, interesting events       | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.05  | choosing and previewing the book     | Excited to read a familiar story in English.                        | 8                                                 |
| 10.05 - 10.25  | Reading chapter 1 dan 2              | enjoyed the simple language and interesting character               | 9                                                 |
| 10.25 - 10.40  | reading chapter 3, underlining vocab | curious about the meaning of new words tried guessing from context. | 8                                                 |
| 10.40 - 10.45  | writing summary in reading log       | Felt satisfied after three chapters and understanding the main idea | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Leis Alwina (2388203019).

Name of task : Reading For School assignment  
 General description of task :

Reading For School Assignment - Reading a nonfiction English text for a school project

Types of task : Individual / ~~pair work~~ / group  
 Start time : 25 July 2025 (10 00 AM)  
 End time : 30 July 2025 (10 45 AM)  
 Rate your reading motivation from 1-10 : 6.

| Minute to task | Activities                                         | Feeling, impressions, remarks, experience, interesting events            | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Opened textbook and skimmed the section title      | Felt a bit bored at first, but wanted to finish the task.                | 5.                                                |
| 10.10 - 10.25  | Read through the assigned section                  | - Found some parts interesting especially the real-life example.         | 6                                                 |
| 10.25 - 10.35  | Highlighted important points and made bullet notes | - started to understand the topic more clearly, felt a bit more focused. | 7                                                 |
| 10.35 - 10.45  | Reviewed notes and checked understanding           | - felt more prepared to use the material for the assignment              | 6.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Lois Alwin (2388203019).

Name of task : Reading infographic — "plastic pollution"

General description of task :

Students read a visual infographic with minimal text.

Types of task : Individual / ~~pair work~~ / group

Start time : June-24-2025 (07.00 AM)

End time : June-24-2025 (08.00 AM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                   | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 07.00 - 07.15  | observing visual elements    | easy to follow and visually interesting                       | 8.                                                |
| 07.15 - 07.35  | Reading facts and figures    | surprised by the amount of plastic waste                      | 8.                                                |
| 07.35 - 08.00  | writing three things learned | Felt more aware of environmental problems.                    | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Loes Alwin 12308203013

Name of task : Reading travel Blog - " Trip to Japan "

General description of task :

Student read an English travel blog and answer guided question

Types of task : Individual / pair work / ~~group~~

Start time : June/25 - 2025 / 10.00 AM

End time : June-25-2025 ( 11.00 AM )

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                        | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Reading the blog                  | loved the pictures and storytelling                           | 10                                                |
| 10.20 - 10.3   | Highlighting culture related term | learned new expressions about food and transport              | 9                                                 |
| 10.35 - 11.00  | Discussing dream destination      | Enjoyed exchanging travel dream with partner                  | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Loes Alwing  
2388203019

Name of task : Reading Interview Transcript - "my Dream job"

General description of task :

Students read a job interview script and identify key expressions.

Types of task : Individual / pair work / group

Start time : 26-6-25 (08:00 AM)

End time : 26-6-25 (09:00 AM)

Rate your reading motivation from 1-10 : 7.

| Minute to task | Activities                         | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.20  | Reading aloud in pairs             | Helped pronunciation and fluency.                             | 7                                                 |
| 08.20 - 08.35  | Underlining useful job expressions | Gained confidence for future use                              | 7.                                                |
| 08.35 - 09.00  | acting out the script.             | fun and engaging activity                                     | 8.                                                |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Loeis Alwin (2388203019)

Name of task : Reading online article - "Healthy Eating"

General description of task :

Students read an article from a health website.

Types of task : Individual / pair work / group

Start time : 30/6/2025 (11:00 AM)

End time : 30/6/2025 (12:00 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                         | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 11.00 - 11.20  | Skimming the article               | Found it relevant and useful                                  | 8                                                 |
| 11.20 - 11.30  | Highlighting important points      | Surprised by facts about sugar and processed food             | 9                                                 |
| 11.35 - 12.00  | Writing summary and giving opinion | Felt proud of completing the task.                            | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

LOUIS. Awinq (2308203019)

Name of task : Reading English comic (Barfield)

General description of task :

" Students Read short English comic strips and answer Follow-up questions."

Types of task : Individual / ~~pair work~~ / group

Start time : 1 - 07 / 2025 ( 20.00 )

End time : 1 - 07 / 2025 ( 21.00 ).

Rate your reading motivation from 1-10 : 9.

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events      | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|--------------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.10  | Browsing comic options                  | Excited to choose my own Material                                  | 5.                                                |
| 20.10 - 20.35  | Reading 4 comic strips                  | Found them funny and easy to understand                            | 10                                                |
| 20.35 - 21.00  | writing short reflections or retelling. | Enjoyed writing the summary because I understood the story easily. | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Loeis. Awinu (2308203019)

Name of task : Reading English comic (Barfield)

General description of task :

"Students read short English comic strips and answer follow-up questions."

Types of task : Individual / ~~pair work~~ / group

Start time : 1 - 07 / 2025 ( 20.00 PM)

End time : 1 - 07 / 2025 ( 21.00 PM)

Rate your reading motivation from 1-10 : 9.

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events      | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|--------------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.10  | Browsing comic options                  | Excited to choose my own material                                  | 9.                                                |
| 20.10 - 20.55  | Reading 4 comic strips                  | Found them funny and easy to understand                            | 10                                                |
| 20.55 - 21.00  | writing short reflections or retelling. | Enjoyed writing the summary because I understood the story easily. | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Loeis Alwin  
2208203019

Name of task : Reading "Cinderella" — storybook.  
General description of task :

"Students read a simplified version of the classic fairy tale"

Types of task : Individual / ~~pair work~~ / group  
Start time : 2 -/ 1 / 2025 (20.00 PM)  
End time : 2 / 1 / 2025 (21.00 PM)  
Rate your reading motivation from 1-10 : 9.

| Minute to task | Activities                 | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20.00 – 20.15  | Reading the story silently | Familiar and easy to understand                               | 9.                                                |
| 20.15 – 20.35  | Drawing favorite scene     | Fun activity, helped visualize the story                      | 10.                                               |
| 20.35 – 21.00  | Writing short opinion.     | Expressed ideas about the moral of the story.                 | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Loew Alwin  
23882013019

Name of task : Reading Biography OF Malala Yousafzai

General description of task :

" Students Read a short biography From a textbook about an Influential young woman "

Types of task : Individual / pair work / ~~group~~

Start time : 10 / 07 / 2025 ( 10.00 AM )

End time : 10 / 07 / 2025 ( 11.25 AM )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                   | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Reading the text aloud individually | Inspired by Malala's courage; felt motivated to read more about global figures. | 8                                                 |
| 10.25 - 10.45  | underlining key information         | impressed by her achievements at a young age                                    | 9                                                 |
| 10.45 - 11.00  | Answering comprehension questions   | Some questions were challenging; checked again in the text                      | 8                                                 |
| 11.00 - 11.25  | Discussing answers with a partner   | Partner helped clarify some confusing parts                                     | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Loes Alwin (2388203019).

Name of task : Reading a poem - " The Road Not Taken "

General description of task :

" students read and interpret a short English poem by Robert Frost "

Types of task : Individual / ~~pair-work~~ / group

Start time : 11/7/25 ( 10.00 AM )

End time : 11/7/25 ( 11.00 AM )

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                   | Feeling, impressions, remarks, experience, interesting events                  | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Reading the poem aloud       | Reading the poem aloud, (Enjoyed the rhythm, a bit confused about the meaning. | 7                                                 |
| 10.15 - 10.35  | Analyzing each stanza        | Felt more confident after rereading several times                              | 8                                                 |
| 10.35 - 11.00  | Writing short interpretation | Tried to connect poem to personal experiences                                  | 7.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 2

Name: Putri Julya Nurjanah (2185202001)

Name of task : the benefits of reading every day

General description of task :

Reading an English article that explains why reading daily is beneficial for mental health, vocabulary development, & focus.

Types of task : Individual / ~~pair work~~ / group

Start time : 19 June 2025 ( 12.00 PM )

End time : 19 June 2025 ( 12.30 PM )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities               | Feeling, impressions, remarks, experience, interesting events                   | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------|---------------------------------------------------------------------------------|---------------------------------------------------|
| 12.00 - 12.10  | Reading the introduction | Curious about the topic. The introduction mentioned how reading reduces stress. | 6,5                                               |
| 12.10 - 12.20  | Reading main points      | learned new things, like how reading improved memory & brain connectivity.      | 7                                                 |
| 12.20 - 12.30  | Finishing & reflecting   | Realized I want to build a daily reading habit. Felt motivated & inspired.      | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julys Nurjansh (2188202001)

Name of task : the benefits of reading every day  
General description of task :

Reading an English article that explains why reading daily is beneficial for mental health, vocabulary development, & focus.

Types of task : Individual / ~~pair~~ work / group

Start time : 19 June 2025 ( 12.00 AM )

End time : 19 June 2025 ( 12.30 AM )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities               | Feeling, impressions, remarks, experience, interesting events                   | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------|---------------------------------------------------------------------------------|---------------------------------------------------|
| 12.00 - 12.10  | Reading the Introduction | Curious about the topic. The introduction mentioned how reading reduces stress. | 6.5                                               |
| 12.10 - 12.20  | Reading main points      | learned new things, like how reading improved memory & brain connectivity.      | 7                                                 |
| 12.20 - 12.30  | Finishing & reflecting   | Realized I want to build a daily reading habit. Felt motivated & inspired.      | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julys Nurjanah (2188203001)

Name of task : Reading The rainbow Troops by Andrea Hirata (English version of Laskar Pelangi).

General description of task :

Reading the opening chapters of an inspiring Indonesian novel about childhood & education.

Types of task : Individual / ~~pair work~~ / group

Start time : 20.00 PM (20 June 2025)

End time : 21.00 PM (20 June 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                 | Feeling, impressions, remarks, experience, interesting events           | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------|-------------------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.15  | Introduction to characters | Lintang and Ikal are very relatable. Their innocence is touching.       | 10                                                |
| 20.15 - 20.30  | Description of school life | The school condition was shocking but inspiring.                        | 9                                                 |
| 20.30 - 20.45  | Learning about Bu Muslimah | I admire her dedication. She reminds me of real teachers I know.        | 10                                                |
| 20.45 - 21.00  | Reflection & thoughts      | Felt deeply moved. The story reminds me how education can change lives. | 10.                                               |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Putri Julya Nurjanah (2188203001)

Name of task : Reading the role of english in Indonesian higher education - from studies in english  
General description of task : language & education

Academic reading about how English functions in Indonesian universities.

Types of task : Individual / pair-work / group  
Start time : 19.00 P.m (24 June 2025)  
End time : 20.00 P.m (24 June 2025)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                   | Feeling, impressions, remarks, experience, interesting events  | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------|----------------------------------------------------------------|---------------------------------------------------|
| 19.00 - 19.15  | reading abstract and purpose | The topic is directly related to my major, clear introduction. | 8                                                 |
| 19.15 - 19.30  | skimming methodology section | not too difficult. I understand the data collection process.   | 7                                                 |
| 19.30 - 19.45  | Reading findings             | many students still struggle with academic English.            | 8                                                 |
| 19.45 - 20.00  | making personal notes        | helpful for my own understanding of EFL in Indonesia.          | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Putri Julya Nurjanah (2188203001)

Name of task : Reading ASEAN and Indonesia's foreign policy - The conversation Indonesia

General description of task :

Reading an article about Indonesia's role in ASEAN and its diplomatic strategies.

Types of task : Individual / ~~pair work~~ / group

Start time : 20.30 p.m (25 June 2025)

End time : 21.30 p.m (25 June 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20.30 - 20.45  | Reading the introduction    | It's a bit formal, but the topic is important & informative   | 6                                                 |
| 20.45 - 21.00  | ASEAN's structure explained | Didn't know ASEAN has that many layers of decision making     | 7                                                 |
| 21.00 - 21.15  | Reading Indonesia's role    | impressed by Indonesia's leadership in regional issues        | 8                                                 |
| 21.15 - 21.30  | Personal reflection         | now understand how diplomacy affects us even as students.     | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Putri Julya Nurjanah (2388203001)

Name of task : Reading the Legend of Malin Kundang (English retelling)

General description of task :

Reading a folktale from West Sumatra that teaches moral values through story.

Types of task : Individual / pair-work / group

Start time : 26 June (19.30 p.m)

End time : 26 June (20.30 p.m).

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities              | Feeling, impressions, remarks, experience, interesting events       | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------|---------------------------------------------------------------------|---------------------------------------------------|
| 19.30-19.45    | Reading the setting     | Familiar but still enjoyable. The beach & ship were well described. | 8                                                 |
| 19.45-20.00    | Reading malin's journey | his change after becoming rich made me feel disappointed            | 9                                                 |
| 20.00-20.15    | Reading the curse scene | sad and emotional, especially the mother's part                     | 10                                                |
| 20.15-20.30    | Reflecting on the moral | The story reminds me to stay humble and respect parents.            | 9.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Putri Julia Mujiyana (2188203001)

Name of task : Reading learning strategy in Indonesian EFL classrooms. (Ishqomah & Sulisty6/2023).

General description of task :

Reading an academic article about how students in Indonesia learn English using specific strategies.

Types of task : Individual / pair work / group

Start time : 30 June 2025 (21.00 p.m)

End time : — " — (22.00 p.m).

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                 | Feeling, impressions, remarks, experience, interesting events            | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------|--------------------------------------------------------------------------|---------------------------------------------------|
| 21.00 - 21.15  | Reading abstract and intro | A bit challenging, but useful. The topic is very relevant to my studies. | 7                                                 |
| 21.15 - 21.30  | Skimming literature review | many strategies like memorization and translation were discussed.        | 7                                                 |
| 21.30 - 21.45  | Reading results section    | Surprised that metacognitive strategies were most effective              | 8                                                 |
| 21.45 - 22.00  | Summarizing key points.    | Good for understanding how I can improve my own learning.                | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julya Nurjanah (2188203001)

Name of task : Reading why literacy matters in Indonesia (the Jakarta Post opinion)

General description of task :

Reading a newspaper opinion article on Indonesian literacy issues.

Types of task : Individual / pair work / group

Start time : 1 Juli 2025 (19.00 p.m).

End time : — — (20.00 p.m).

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities               | Feeling, impressions, remarks, experience, interesting events            | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------|--------------------------------------------------------------------------|---------------------------------------------------|
| 19.00-19.15    | Reading the Introduction | Surprised at how low literacy levels still are in some regions.          | 7                                                 |
| 19.15-19.30    | Reading Statistics       | Numbers make the issue feel more urgent.                                 | 8                                                 |
| 19.30-19.45    | Understanding Solutions. | The writer's suggestions are practical, like digital literacy campaigns. | 7                                                 |
| 19.45-20.00    | Reflections              | I realized how important reading culture is. Want to help somehow.       | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Putri Jelya Nurjannah (2108203001)

Name of task : Reading this earth of mankind by Pramoedya Ananta Toer

General description of task :

Reading the first chapters of the novel & learning about Minke's world.

Types of task : Individual / pair-work / group

Start time : 2 Juli 2025 (14.00 P.m).

End time : — " — (15.00 P.m).

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                 | Feeling, impressions, remarks, experience, interesting events        | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------|----------------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.15  | Introduction to characters | Minke is an interesting character; proud yet thoughtful.             | 8                                                 |
| 14.15 - 14.30  | Reading colonial setting   | The dutch colonial system makes me feel angry & sympathetic at once. | 9                                                 |
| 14.30 - 14.45  | Exploring Annelies story   | Their romance is intriguing and emotional                            | 9                                                 |
| 14.45 - 15.00  | Reflecting on the culture  | It's a powerful way to learn Indonesia's history from within.        | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julia Nurjanah (2188003001)

Name of task : Daily reading  
General description of task : to improve pronunciation & add vocabulary -

Types of task : Individual / pair-work / group  
Start time : 10 Juli 2025. (10.00 AM)  
End time : 10 Juli 2025. (12.00 PM)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                   | Feeling, impressions, remarks, experience, interesting events    | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------|------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Selected and previewed one & short story.    | Interested in the title and theme ; eager to read                | 8.                                                |
| 10.10 - 10.20  | read the first half aloud                    | found some difficult words, but enjoyed the plot                 | 7.                                                |
| 10.20 - 10.30  | Looked up vocabs and practiced pronunciation | Learned new expressions ; improved confidence in reading aloud   | 8                                                 |
| 10.30 - 10.40  | finished the story silently                  | felt connected to the characters ; story had a surprising ending | 8                                                 |
| 10.40 - 12.00  | reflected & wrote summary                    | helped me understand the main idea & improve writing skills      | 7                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julya Nurjanah (2188203001)

Name of task : Reading letters of a Javanese Princess by R. A. Kartini

General description of task :

Reading Kartini's translated letters to understand her views on women, education, and tradition.

Types of task : Individual / pair work / group

Start time : 11 Juli 2025 (20.30 p.m).

End time : — — (21.30 p.m).

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20.30 - 20.45  | Reading Kartini's early letters | Inspired by her courage. It feels very personal and real.     | 8.5                                               |
| 20.45 - 21.00  | Letters about women's roles     | admire how critical she was toward unfair traditions.         | 10                                                |
| 21.00 - 21.15  | Letters on education            | her vision of education feels ahead of her time               | 9                                                 |
| 21.15 - 21.30  | Reflecting on Kartini's message | grateful for access to education now. Felt emotional          | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Putri Julia Murjanah (2188263001)

Name of task : Reading a short story "The necklace by Guy de Maupassant"

General description of task :

Reading & understand the plot, characters, & moral of the story.

Types of task : Individual / ~~pair work~~ / group

Start time : 12 July 2024 (15.00 p.m)

End time : — " — (16.00 p.m).

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events       | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|
| 15.00 - 15.15  | Reading the introduction & setting      | Curious about the story, it seems old-fashioned but interesting.    | 7                                                 |
| 15.15 - 15.30  | Reading the conflict & character action | surprised at how Mathilde acts; the necklace is becoming important. | 7.5                                               |
| 15.30 - 15.45  | Reading climax & ending                 | Shocked by the twist ending! didn't expect it at all.               | 8                                                 |
| 15.45 - 16.00  | Reflecting on the message               | Realized the story teaches us to be honest and grateful.            | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Responden 3

Dwi Vetriza Wulandari  
2382103015

Name of task : Reading "You are a Badass" by Jen Sincero

General description of task :

Reading an English motivational book to develop self-confidence, positive mindset, and language skills through engaging and humorous content.

Types of task : Individual / ~~pair-work~~ / group

Start time : June 18, 2025 (08:00 AM)

End time : June 18, 2025 (08:40 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                 | Feeling, impressions, remarks, experience, interesting events                              | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08:00 - 08:10  | Read the introduction and "My Subconscious Made Me Do It." | Felt curious and amused by the casual, funny tone; excited to keep reading.                | 8                                                 |
| 08:10 - 08:20  | chapter 1                                                  | "You are a Badass" Strongly motivated: the bold message about self-worth really struck me. | 9                                                 |
| 08:20 - 08:30  | chapter 2                                                  | "The G-Word" Thought-provoking yet playful; introduced spiritual energy in a fun way.      | 8                                                 |
| 08:30 - 08:40  | Highlighted key quotes and took brief notes                | loved the witty quotes; felt empowered and inspired to change perspective.                 | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Dwi Vetriza Wulandari  
2308103015

Name of task : Reading "You are a Badass" by Jen Sincero

General description of task :

Reading an English motivational book to develop self-confidence, positive mindset, and language skills through engaging and humorous content.

Types of task : Individual / pair work / group

Start time : June 19, 2025 (09 : 00 AM)

End time : June 19, 2025 (09 : 40 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                             | Feeling, impressions, remarks, experience, interesting events                                 | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------|
| 09:00 - 09:10  | chapter 3                                              | "Present as a Pigeon" Entertained and reflective; encourage to stay in the moment.            | 9                                                 |
| 09:10 - 09:20  | chapter 4                                              | "The Big Snooze" Eye-opening realization about inner fears; the examples were very relatable. | 9                                                 |
| 09:20 - 09:30  | chapter 5                                              | "Self-perception is a tool" Enjoyed the metaphors; learned how much mindset affects actions.  | 8                                                 |
| 09:30 - 09:40  | Reflection on lessons and write down personal insights | Felt more self-aware and determined; grateful for the book's honest tone                      | 6                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrospective Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Dwi Vetriza Wuandani  
2302203015

Name of task : Reading article; Digital Tools and Reading motivation  
General description of task :

To explore how digital tools affect student engagement in reading

Types of task : Individual / ~~pair work~~ / group  
Start time : 20 Juni 2025 (16:00 PM)  
End time : 20 Juni 2025 (16:45 PM)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities          | Feeling, impressions, remarks, experience, interesting events   | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------|-----------------------------------------------------------------|---------------------------------------------------|
| 16.00 - 16.12  | Reading             | Interesting topic, though quite formal                          | 8                                                 |
| 16.12 - 16.24  | Marking main points | Tools like audiobooks and apps increased motivation in learners | 7                                                 |
| 16.24 - 16.36  | Taking brief notes  | → Saw the pros and cons of using too much tech                  | 7                                                 |
| 16.36 - 16.45  | Prep'ech'on         | → I became more aware of my own screen time and reading habits  | 6                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wulandari

NPM : 2308203015

Name of task : Reading article : The role of metacognition in Reading

General description of task :

To understand how metacognitive strategies help reading comprehension

Types of task : Individual / pair work / group

Start time : June 24, 2025 (15:00 PM)

End time : June 24, 2025 (15:45 PM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities         | Feeling, impressions, remarks, experience, interesting events       | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------|---------------------------------------------------------------------|---------------------------------------------------|
| 15:00 - 15:12  | Reading            | Gained new insight on how thinking about thinking improves reading. | 8                                                 |
| 15:12 - 15:24  | Highlighting Ideas | Found useful strategies like predicting and self-questioning.       | 8                                                 |
| 15:24 - 15:36  | Note-Taking        | Clear structure helped me follow the explanation                    | 9                                                 |
| 15:36 - 15:45  | Reflection         | Realized I don't often check my understanding while reading         | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Dwi Vetriza Wulandari

Name of task : Reading novel

General description of task :

Reading of a novel to improve comprehension, and practice reading, to understand each character in the novel.

Types of task : Individual / ~~pair work~~ / group

Start time : 25 June 2025 (10.00 AM)

End time : 25 June 2025 (10.40 AM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events                  | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Reading silently (first pages)  | Felt a bit tired at first but curious to continue the story                    | 7                                                 |
| 10.10 - 10.30  | Focused reading and visualizing | Got immersed in the plot; the descriptions were vivid                          | 8                                                 |
| 10.30 - 10.40  | Reflecting and reading parts    | Found an emotional scene: paused to reflect, felt connected to the characters. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Dwi Vetriza Wulandari  
2308202015

Name of task : Reading article : Extensive Reading in EFL Classrooms

General description of task :

To understand the benefits of extensive reading in language learning

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 26 Juni 2025 (17:00 PM)

End time : 26 Juni 2025 (17:45 PM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities     | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------|---------------------------------------------------------------|---------------------------------------------------|
| 17.00 - 17.12  | Reading        | Clear explanation of how reading more improves fluency        | 10                                                |
| 17.12 - 17.24  | Highlighting   | → Encouraged by the benefits listed like vocabulary gain      | 9                                                 |
| 17.24 - 17.36  | making summary | → Helped me see how reading daily builds confidences          | 9                                                 |
| 17.36 - 17.45  | Reflecting     | → I was motivated to start my own reading routine in English. |                                                   |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wulandari  
NPM : 2308203015

Name of task : Reading Animal Farm

General description of task :

To understand political satire through allegory

Types of task : Individual / ~~pair work~~ / group

Start time : 30 Juni 2025 (14:00 PM)

End time : 30 Juni 2025 (14:45 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities        | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------|---------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.12  | Reading           | Simple but deep: I saw clear symbolism                        | 8                                                 |
| 14.12 - 14.24  | Identifying ideas | The characters reflected real political figures               | 8                                                 |
| 14.24 - 14.36  | Note-Taking       | The shift in power was easy to notice                         | 7                                                 |
| 14.36 - 14.45  | Reflection        | Reminded me how power can corrupt                             | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wulandari  
Npm : 238820905

Name of task : Reading The Alchemist

General description of task :

To learn about dreams, fate, and personal journey

Types of task : Individual / ~~pair-work~~ / group

Start time : 1 Juli 2025 (10:00 AM)

End time : 1 Juli 2025 (10:45 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities        | Feeling, impressions, remarks, experience, interesting events                                                 | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10:00 - 10:12  | Reading           | The journey felt spiritual and calming. Santiago's search for meaning made me reflect on my own path in life. | 9                                                 |
| 10:12 - 10:24  | underlining ideas | → The sentences felt simple but deep. I marked several parts that spoke about courage and inner calling.      | 9                                                 |
| 10:24 - 10:36  | Note-Taking       | I realized how powerful simple language can be. The book made me slow down and enjoy each sentence.           | 10                                                |
| 10:36 - 10:45  | Reflection        | → The story gave me a quiet strength                                                                          | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wulandari  
NPM : 2388202015

Name of task : Reading 1984

General description of task :

To understand totalitarian control and censorship

Types of task : Individual / ~~pair work~~ / group

Start time : JULY 2, 2025 (13:00 PM)

End time : JULY 2, 2025 (13:45 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities         | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13.00 - 13.12  | Reading            | The world felt dark and tense                                 | 8                                                 |
| 13.12 - 13.24  | Highlighting ideas | The slogans were disturbing but thought-provoking             | 8                                                 |
| 13.24 - 13.36  | Note-Taking        | ↳ made me reflect on freedom of thought                       | 9                                                 |
| 13.36 - 13.45  | Reflection         | ↳ Grateful for freedom in real life                           | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Dwi Yetriza Wulandari  
NPM : 2388203015

Name of task : The Great Gatsby

General description of task :

To understand symbolism and social class issues

Types of task : Individual / pair work / group-

Start time : 10 July 2025, 10:00 AM

End time : 10 July 2025, 10:45 AM

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10:00 - 10:12  | Read Gatsby's world and life style. | Luxurious but empty                                           | 8                                                 |
| 10:12 - 10:24  | Highlighted symbolic descriptions   | → Very rich in metaphors                                      | 9                                                 |
| 10:24 - 10:36  | Observed character attitudes        | → Superficial and tragic                                      | 8                                                 |
| 10:36 - 10:45  | Reflected on message                | → the story, Money can't buy happiness                        | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wuondori

NPM : 2388203015

Name of task : Reading educating by Tara Westover (chapter 3)

General description of task :

To explore educational struggles and personal growth

Types of task : Individual / ~~pair work~~ / group

Start time : 11 Juli 2025, 09:00 AM

End time : 11 Juli 2025, 09:45 AM

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09:00 - 09:12  | Read narrative about first class | Felt shocked at how different her life was                    | 8                                                 |
| 09:12 - 09:24  | Took notes on new experiences    | → Fascinated by her determination                             | 8                                                 |
| 09:24 - 09:36  | Related story to real-life cases | → Related to students from rural areas                        | 7                                                 |
| 09:36 - 09:45  | wrote personal reflection        | → Motivated to value education more                           | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Dwi Vetriza Wulandari  
NPM : 2388203015

Name of task : Reading Tuesdays With Morrie  
General description of task :

To understand the emotional tone and key message of the book's beginning

Types of task : Individual / ~~pair work~~ / ~~group~~  
Start time : 12 Juli 2025, 08:00 AM  
End time : 12 Juli 2025, 08:45 AM  
Rate your reading motivation from 1-10 : 9

| Minute to task | Activities             | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 08:00-08:12    | Read the first chapter | Emotional and moving; made me reflect                         | 9                                                 |
| 08:12-08:24    | Highlight quotes       | Deep and inspiring phrases                                    | 9                                                 |
| 08:24-08:36    | Wrote short Summary    | Helped me connect with the main idea                          | 8                                                 |
| 08:36-08:45    | Reflected on theme     | Life and death theme is powerful                              | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 4

Name : Gatti Arum Sekarani

Name of task : Reading book on character education.

General description of task :

Students read a character education themed Picture book about three Kindergarten Friends. They reflect on themes such as tolerance, religious values, friendship, and social care through reading and interactive discussion.

Types of task : Individual / pair-work / group

Start time : 09.00 AM (JUNE 18, 2025)

End time : 10.00 AM (JUNE 18, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                           | Feeling, impressions, remarks, experience, interesting events                                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 09.00 - 09.10  | Reading the introduction and observing cover         | The colorful cover sparked excitement. I was curious to meet the three main characters who looked diverse and friendly.                   | 9                                                 |
| 09.10 - 09.20  | Reading the middle part about helping friends        | I was touched when the characters helped each other despite differences. I learned that kindness and sharing are important.               | 8                                                 |
| 09.20 - 09.30  | reading the part about religious and peaceful values | I felt inspired seeing children of different religions praying and wishing well for one another. It made me think about being respectful. | 8                                                 |
| 09.30 - 09.45  | discussing what we learned from the story.           | I enjoyed sharing ideas with friends. I talked about tolerance and how I can be more patient and understanding in school.                 | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Gatti Anum Sekarani  
2308103026

Name of task : Reading snow white and the seven dwarfs.

General description of task :

Reading and reflecting on the classic fairy tale of snow white to improve reading skills, vocabulary, and story understanding

Types of task : Individual / pair work / group-

Start time : 19 JUNI 2025 . (08.00 AM)

End time : 19 JUNI 2025 . (08.40 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                                   | Feeling, impressions, remarks, experience, interesting events                                            | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00-08.10    | Read part 1: Introduction of snow white and wicked queen.                    | I liked the mirror rhyme. The queen's jealousy felt intense. snow white is described beautifully.        | 9                                                 |
| 08.10-08.20    | Read 2: snow white escapes into the forest and finds the house of the dwarfs | I enjoyed this part. The details of the little house were cute. I imagined the forest as mysterious.     | 9                                                 |
| 08.20-08.30    | Read part 3: the queen poisons snow white with an apple                      | I felt sad when snowwhite "died". The queen was so cruel. but I knew something magical would happen      | 9                                                 |
| 08.30-08.40    | Read part 4: the Prince revives snow white + journal reflection on the       | The happy ending made me smile. I wrote how kindness and truth always win. I liked the glass coffin idea | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Galih Arum Sekarani  
2380203026

Name of task : Reading Skills

General description of task :

Reading and analyzing the cognitive processes involved in reading skills

Types of task : Individual / pair-work / group

Start time : 20 - Juni - 2025 (08.00 AM)

End time : 20 - Juni - 2025 (08.40 AM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                                | Feeling, impressions, remarks, experience, interesting events                      | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.10  | Reading about word identification and decoding processes. | Realized that word recognition involves both phonological and orthographic skills. | 8                                                 |
| 08.10 - 08.20  | Studying lexical meaning processing.                      | Found it interesting how readers choose context-appropriate meanings.              | 8                                                 |
| 08.20 - 08.30  | Learning about syntactic processing.                      | Complex sentences require strong working memory.                                   | 7                                                 |
| 08.30 - 08.40  | Analyzing full text comprehension processes.              | Making inferences is essential to understand the text deeply.                      | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Gatti Anum Sekarani  
2308203026

Name of task : Reading "Seven Tips for a Happy Life"

General description of task :

Reading and reflecting on a motivational book to improve self-awareness, peace of mind, kindness and happiness.

Types of task : Individual / pair-work / group

Start time : 24-06-2025 (08.00 AM)

End time : 24-06-2025 (08.40 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                  | Feeling, impressions, remarks, experience, interesting events                                                                                                                | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.10  | Read Tips 1-3: Authenticity, Intentions, Priorities.        | I was struck by how often we wear a mask to please others. It reminded me to live more honestly. I also reflected on how often my goals are shaped by others, not by wisdom. | 9                                                 |
| 08.10 - 08.20  | Read Tips 4-5: Balance and Befriending oneself.             | I learned the importance of self-care and building positive friendships even with myself. It was eye-opening how hard I can be on myself.                                    | 8                                                 |
| 08.20 - 08.30  | Read Tips 6-7: It's not always about me & growing kindness. | Realized how self-centeredness causes suffering. The section about kindness made me appreciate even strangers who impact our lives everyday.                                 | 9                                                 |
| 08.30 - 08.40  | Read the conclusion + write Reflection Journal.             | Wrote key takeaways: live sincerely, think for others. Practice gratitude. I listed 3 actions I will take: be more mindful, kind, and balanced.                              | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Gatti Arum S  
Npm : 2388203026

Name of task : The role of teachers in implementing an independent learning system for lower grade students.  
General description of task :

Understanding the real challenges and efforts made by teachers in supporting independent learning for young students at elementary level, especially in rural areas

Types of task : Individual / pair-work / group  
Start time : 20.00 PM (25-06-2025)  
End time : 21.00 PM (25-06-2025)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                      | Feeling, impressions, remarks, experience, interesting events                                                                                                                                 | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.15  | Reading abstract & introduction                 | I felt touched by the honest portrayal of students' struggles some being too shy to ask, or more interested in playing. It reminded me of children I've seen in rural classrooms.             | 8                                                 |
| 20.15 - 20.30  | Exploring the findings on teachers' strategies  | I admired the way teachers used small but meaningful actions like giving praise, simple gifts, or chants to keep children motivated. It shows deep care and creativity despite limited tools. | 8                                                 |
| 20.30 - 20.45  | Reflecting on the role of parents and community | The collaboration between school and parents really stood out to me. It made me realize that learning isn't just about students. It's a shared human responsibility.                          | 8                                                 |
| 20.45 - 21.00  | Writing summary & Personal reflection           | I felt grateful for dedicated teachers in under-served areas. Despite limited resources, they teach with their hearts. It inspired me to always approach education with empathy.              | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Galti Arum Sekarani

NPM : 2388203026

Name of task : The Impact of Podcast on EFL Students' Listening Comprehension

General description of task :

Reading and reflecting on how podcast impact the listening skills of Indonesia EFL high school students, based on empirical research and student experiences

Types of task : Individual / pair-work / group

Start time : 17.00 PM (26 Juni 2025)

End time : 18.00 PM (26 Juni 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                       | Feeling, impressions, remarks, experience, interesting events                                                                                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 17.00 - 17.15  | Read abstract & background                       | I felt connected with the issue, many students struggle in listening because of the lack of authentic materials. The article gave a voice to real classroom problems in Indonesia.             | 8                                                 |
| 17.15 - 17.30  | Learn about the research method and sample       | It was interesting to see that the study used real student in Jakarta and tested podcasts in a scientific way. I appreciated how the researchers combined data with personal perceptions.      | 8                                                 |
| 17.30 - 17.45  | Examine the student perception data and analysis | The survey result made me smile, students truly enjoyed podcast and found them motivating. It reminded me how meaningful and fun learning can be when it meets students' lives and interests.  | 8                                                 |
| 17.45 - 18.00  | Reflect on results and write personal thoughts.  | I realized that small changes like introducing podcasts can make a big difference in how students engage with English. It made me hopeful for more teacher-based innovations in our education. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Batti Arum Sekarani (2388203026)

Name of task : Reading and reflecting on Extensive reading via digital media.

General description of task :

Students read and analyze a journal article about the implementation of extensive reading using digital media among agriculture students learning English for academic purpose.

Types of task : Individual / pair-work / group

Start time : 14.00 PM ( 30 JUNI 2025)

End time : 15.00 PM ( 30 JUNI 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                   | Feeling, impressions, remarks, experience, interesting events                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.15  | Reading abstract and introduction            | I found it interesting how digital reading supports vocabulary and comprehension. It made me reflect on my own reading habits. | 8                                                 |
| 14.15 - 14.30  | analyzing research methods and sample design | it was insightful to see how treatment and control groups were used. I liked the digital reading logs with graphic sheets      | 8                                                 |
| 14.30 - 14.45  | Interpreting result & questionnaire data     | it was impressed by the improvement in reading skills and students' positive attitudes toward digital reading flexibility.     | 8                                                 |
| 14.45 - 15.00  | group discussion and reflection              | we shared our own experiences with e-reading. it made me realize how technology can improve language learning effectively.     | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name of task : Reading and reflecting on The Yellow Wallpaper

General description of task :

I'm reading the short story The Yellow Wallpaper, exploring themes such as gender roles, mental health, isolation, and symbolic expression.

Types of task : Individual / pair-work / group

Start time : 15.00 PM (1-7-2025)

End time : 16.00 PM (1-7-2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                         | Feeling, impressions, remarks, experience, interesting events                                                                 | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 15.00 - 15.15  | Reading the introduction & narrator's condition    | I felt sympathy for the narrator. Her mental health struggle was real, but dismissed as "nervousness" by her husband.         | 8                                                 |
| 15.15 - 15.30  | Observing her obsession with the wallpaper         | I was intrigued and disturbed by the wallpaper. It symbolized her trapped mind. Her descriptions were vivid and unsettling.   | 8                                                 |
| 15.30 - 15.45  | Reaching the climax: creeping women and breakdown. | I felt shocked by the ending. Her complete dissociation & the symbolic escape were powerful and tragic.                       | 8                                                 |
| 15.45 - 16.00  | Reflective discussion & writing                    | I reflected on how women's mental health used to be misunderstood. The story made me think critically about empathy and care. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

6atti Arum Sekarani  
(2388203026)

Name of task : Reading and reflecting on "Psychology of learning"

General description of task :

Students read and reflect on selected chapters from psychology of learning, and behavioral changes in education. Activities include silent reading, summarizing, discussion, and application reflection.

Types of task : Individual / pair work / group

Start time : 08.00 AM (2-7-2025)

End time : 09.00 AM (2-7-2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                                    | Feeling, impressions, remarks, experience, interesting events                                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00-08.15    | Silent reading chapter on "The nature of learning psychology" | I was amazed at how psychology explains learning not only as behavior change but also as cognitive and emotional development              | 8                                                 |
| 08.15-08.30    | highlighting ting & summarizing key concepts                  | writing down the principles helped me understand how motivation and self regulation impact learning. I found the Bloom's taxonomy useful. | 8                                                 |
| 08.30-08.45    | Reflective writing now it applies to my classroom             | I realized I often ignore individual differences in students this reflection made me think about using more varied learning strategies.   | 8                                                 |
| 08.45-09.00    | Sharing takeaways in small group discussion                   | I felt inspired hearing my peers insights. One friend connected behaviorism to smartphone habits very relatable and insightful            | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Gatti Arum Sekarani (2388203026)

Name of task : Reading and reflecting on the task of Amontillado.

General description of task :

Students read the story the task of Amontillado, focusing on themes such as revenge, deception, and pride. They engage in reflective reading, analysis, discussion and creative interpretation.

Types of task : Individual / pair work / group

Start time : 10.00 AM (10 Jul 2025)

End time : 11.00 AM (10 Jul 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                           | Feeling, impressions, remarks, experience, interesting events                                                                    | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Silent reading of the introduction and opening scene | I was intrigued by Montresor's quiet hatred and mysterious tone. The idea of revenge instantly hooked me into the story.         | 8                                                 |
| 10.15 - 10.30  | Reading the dialogue between Montresor & Fortunato   | I felt tense and curious. The irony in their friendship and Montresor's hidden intent was shocking. Fortunato's pride stood out. | 8                                                 |
| 10.30 - 10.45  | Reaching the climax in the catacombs                 | I was disturbed and captivated. The dark setting & Montresor's cold execution of his plan left a strong impression.              | 8                                                 |
| 10.45 - 11.00  | Reflection & group discussion                        | It made me question morality & justice. Was Montresor justified? The story's ending was chilling but brilliantly written.        | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Gatti Arum sekaran (2388203026)

Name of task : Reading activity on "Teacher Perceptions in Implementing the Curriculum Merdeka"

General description of task :

Read and analyze the article about teacher's perspectives on the merdeka curriculum implementation in Indonesia schools.

Types of task : Individual / pair-work / group

Start time : 12.00 PM (11 JULI 2025)

End time : 13.00 PM (11 JULI 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                    | Feeling, impressions, remarks, experience, interesting events                                                                                                                     | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 12.00 - 12.15  | Read the abstract and background              | I understood that the research explores real teachers experiences. I found it relevant to the current educational context in Indonesia.                                           | 8                                                 |
| 12.15 - 12.30  | Examine the findings and teacher responses    | I was interested in how teachers see the merdeka curriculum positively but struggle with technology and access. It felt realistic and grounded in everyday school life.           | 8                                                 |
| 12.30 - 12.45  | Analyze the challenge and implications.       | I learned that geographic and age related barriers are still major challenges. It made me reflect on inequality of access in education.                                           | 8                                                 |
| 12.45 - 13.00  | Read the conclusion and write summary points. | The conclusion emphasized the vital role of teachers. I noted that implementation success depends greatly on teachers' involvement and support system like training and guidance. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Gatti Arum s. (2388203026)

Name of task : The role of The teacher in Modern Education .

General description of task :

Reading and reflecting on how the role of teachers has evolved in modern classrooms. ~~Reflecting~~ between tradition, technology, student needs, and emotional support;

Types of task : Individual / ~~pair work~~ / group

Start time : 15.00 PM (12 Juli 2025)

End time : 16.00 PM (12 Juli 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                              | Feeling, impressions, remarks, experience, interesting events                                                                                                                                        | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 15.00 - 15.15  | read introduction and the section on tradition          | I was struck by how the article connected ancient Chinese values with modern education. The idea that everyone can be a teacher regardless of age made me reflect on humility and lifelong learning. | 8                                                 |
| 15.15 - 15.30  | explore the changing roles of teachers                  | The multiple roles of a teacher, controller, friend even entertainer, resonated with my own classroom experience. I liked how it acknowledged emotional support, not just academic fiction.          | 8                                                 |
| 15.30 - 15.45  | Lead about modern demands and learner centered approach | I related deeply to the sheer teachers face today, especially the part about working extra after class. It made me feel both empathetic and motivated to be a better support system in learning.     | 8                                                 |
| 15.45 - 16.00  | Summarize & reflection conclusion                       | The message was clear, teachers must be adaptable, empathetic and open to technology. I admired the holistic approach and felt encouraged to embrace both the old wisdom & the new tools.            | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 5

Nama: Arni Vanina Al-Azizi

NPM: 2308203007

Name of task : Daily reading and learning

General description of task :

analyzing an academic article about functional morphemes in the song "Oceans & Engines" by Niki. The article explores how grammar related morphemes contribute to meaning and emotional expression in song lyrics.

Types of task : Individual / pair-work /-group

Start time : 19.00 PM (June 18, 2025)

End time : 19.45 PM (June 18, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                       | Feeling, impressions, remarks, experience, interesting events                                        | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19.00 - 19.15  | Read abstract and introduction                   | Interesting to see how small words like "the", "and", "or", "is" carry important grammatical roles.  | 8                                                 |
| 19.15 - 19.30  | Focused on the data and example                  | Enjoyed how song lyrics were broken down into parts; recognized how deep the grammar function are    | 8.                                                |
| 19.30 - 19.45  | Read the discussion conclusion and implications. | Realized how lyrics and grammar connect emotionally and structurally; helped my song interpretation. | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, *Studies in English Language and Education*, 11(1), 23-40. Adapted for research purposes under fair use.

Nama: Arni Vanina Al-Azizi  
NPM: 2306203007

Name of task : Daily Reading

General description of task :

Reading an academic article titled: "Analysis of Denotation and Connotation Meanings in the Song Lyric 'La La La Lost You' by Nicole Zefanya (Nikel)" by AGO Hidayah & MR Bultam.

Types of task : Individual / pair-work / group-

Start time : 07.00AM (June 19, 2025)

End time : 07.50AM (June 19, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                                       | Feeling, impressions, remarks, experience, interesting events                                     | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07.00-07.15    | Read abstract and introduction section.                                          | The use of Roland Barthes Semiotic theory caught my interest and made me eager to read more.      | 9                                                 |
| 07.15-07.30    | focused on the methodology and denotative connotative meaning analysis of lyric. | The detailed interpretation of each lyric line was meaningful and made me reflect on song lyrics. | 9                                                 |
| 07.30-07.50    | Read the discussion and conclusion.                                              | The article deepened my understanding of symbolic meanings in music and enhanced my appreciation  | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama: Arni Vanina Al-Azizi

Name of task : Daily Reading

General description of task :

I read to relax my mind after a long day and to improve my english vocabulary

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 20 June 2023, 19.00 PM

End time : 20 June 2023, 20.25 PM

Rate your reading motivation from 1-10 : 7

| Minute to task                       | Activities                      | Feeling, impressions, remarks, experience, interesting events                                                                    | Reading Motivation rates for each activity (1-10) |
|--------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| around 7.30 in the evening to finish | I read an English comic online. | The comic was funny and light hearted. It helped me start the evening in a good relax. Also I learned some informal expressions. | 8                                                 |
| Around 8.30 in the evening to finish | I read the next chapter or part | there are difficult words I found.                                                                                               | 6.                                                |
| Around 9.30 in the evening to finish | I read the last chapter.        | enjoy the plot and learn more about vocabulary and found new words.                                                              | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Aeni Vanina Al-Puwi  
2308203002

Name of task : Reading news on AI in education

General description of task :

TO explores how students use AI for essay.

Types of task : Individual /-pair-work /-group

Start time : 17.00 PM (June 24, 2025)

End time : 17.45 PM (June 24, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 17.00 - 17.10  | Read statistic and opinions      | amazed by the high percentage                                 | 8                                                 |
| 17.10 - 17.35  | followed debate on ethics        | realized pros and cons of using AI                            | 8                                                 |
| 17.35 - 17.45  | reflected on future of education | thought about using AI responsibly                            | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina Al-Azzu

2308203003

Name of task : Search and read a news

General description of task :

interested with some news about AI

Types of task : Individual / pair-work / group

Start time : 21.00 PM ( June 25, 2025)

End time : 22.00 PM ( June 25, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                           | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------|
| 21.00 - 21.15  | read opening paragraphs          | impressed that 100+ countries agreed good step for the planet, though it felt political | 9                                                 |
| 21.15 - 21.40  | focused on challenges            | Surprised by political influence                                                        | 9                                                 |
| 21.40 - 22.00  | reflected on local/global impact | Mixed feelings: hopeful & worried                                                       | 9                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina Al-Azizi  
2308203007

Name of task : Reading fav genre

General description of task :

Reading a novel "Seperti mie ayam sebelum mati" by Brian Kheirna. The novel contained personal stories and philosophical reflection about life, memory and meaning often spaced by simple everyday moment.

Types of task : Individual /pair-work /group

Start time : 10.15 AM ( June 26, 2025)

End time : 15.00 PM ( June 26, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                         | Feeling, impressions, remarks, experience, interesting events                                              | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10.15-11.00    | Reading opening chapters           | feel instantly connected his writing it raw and personal. Simple food became a metaphor for memories       | 9                                                 |
| 12.00-13.40    | Continue reading                   | The way he mixed humor and melancholy made me pause and reflect; some parts felt like inner monologues.    | 9                                                 |
| 13.50-15.00    | reflected on the themes of memory. | reminded me to appreciate small things, a meal, a street, a conversation because they carry hidden meaning | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina A1-A220  
2388203007

Name of task : Daily reading article

General description of task :

Reading a literary pedagogical analysis of how fictional teaching practices and characters in the Harry Potter Series reflect real world educational theories and methods, with applications for efl and general teaching.

Types of task : Individual / pair-work / group-

Start time : 21.20 PM (JUNE 30, 2025)

End time : 22.20 PM (JUNE 30, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                     | Feeling, impressions, remarks, experience, interesting events                                                     | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 21.20-21.35    | Read abstract and introduction | Surprised by the serious educational approach; enjoyed seeing fiction analyzed for classroom application          | 7                                                 |
| 21.35-21.55    | Explored theory                | Impressed by how deeply Lupin's method reflected "learning by doing". Umbridge's method was clearly demotivating. | 7                                                 |
| 21.55-22.20    | read discussion                | Strongly connected with the idea that positive teacher student relationships boost learning confidence.           | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Arni Vanina Al-Aziz  
(2308203007)

Name of task : Daily reading & watching

General description of task :

Reading and analyzing a research article on the character development of Edmund in the Chronicles of Narnia: The Witch, The Lion, and the Wardrobe, using Sigmund Freud's Psychoanalytic theory (id, ego, superego)

Types of task : Individual / pair-work / group

Start time : 19.00 PM (JULY 1, 2025)

End time : 19.50 PM (JULY 1, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                                 | Feeling, impressions, remarks, experience, interesting events                                          | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19.00-19.15    | Read the abstract, introduction, and theoretical framework | The psychoanalytic approach to film characters was interesting and made me reflect on character logic. | 8                                                 |
| 19.15-19.30    | Focused on the analysis of Edmund's action.                | Found it fascinating how id dominated Edmund's decisions; enjoyed the dialog and scene references.     | 8                                                 |
| 19.30-19.50    | Read the conclusion                                        | Liked the turning point when Edmund was influenced by superego; the structure was easy to follow.      | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina Al-Azizi  
2308202007

Name of task : daily reading

General description of task :

Just to know the different education system between indonesia and UK

Types of task : Individual /-pair-work /-group

Start time : 19.00 PM (JULY 2, 2025)

End time : 19.30 PM (JULY 2, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities          | Feeling, impressions, remarks, experience, interesting events                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19.00-19.10    | Search some article | find article on internet about the different education system.                                                 | 9                                                 |
| 19.10-19.20    | read the content    | amazed because can feel really differences about it                                                            | 9                                                 |
| 19.20-19.30    | resume what I read. | find the differences and still thinking how can our education system is not really get a good goals perfectly. | 9                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina Al-Azzu  
2300203007

Name of task : Story and film analysis

General description of task :

"girlhood and the frontier myths in little women" discussed how Greta Gerwig's adaptation of little women challenges traditional american myths of masculinity and progress by centering female identity, sisterhood, and creativity.

Types of task : Individual / ~~pair work~~ / group

Start time : 22.00 PM ( July 10 , 2025 )

End time : 22.45 PM ( July 10 , 2025 )

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                             | Feeling, impressions, remarks, experience, interesting events                          | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------|
| 22.00 - 22.10  | read introduction and film back ground | surprised how little women was positioned as a challenge to masculine american heroism | 7                                                 |
| 22.10 - 22.25  | focused on the character analysis      | Really connected with Jo's defiance felt similar to anne Shirley in anne with an e.    | 7                                                 |
| 22.25 - 22.45  | reflected on the article's conclusion  | The idea that girlhood can be revolutionary felt empowering and deeply resonant.       | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Arni Vanina Al-Azizi  
2308203007

Name of task : Daily reading

General description of task :

analyzing the grammatical, lexical, contextual, and character education aspects of traditional Indonesian children's songs. The study explores how songs like Pelangi, Naik kereta api, and burung kutilang shape moral values through language.

Types of task : Individual / pair-work / group

Start time : 16.00 PM (July 11, 2025)

End time : 16.50 PM (July 11, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                                              | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 16.00-16.15    | Read abstract and Introduction      | Surprised that simple songs contain deep values like empathy, resilience and creativity                    | 8                                                 |
| 16.15-16.35    | focused on grammatical              | Enjoyed learning how language forms like ellipsis or collocation create cohesion and beauty in the lyrics. | 9                                                 |
| 16.35-16.50    | reflected on cultural and character | found the linkage between rural imagery, moral lessons, and educational purpose very meaningful            | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Arni Vanina Al-Azmi  
2308203007

Name of task : Reading a Sociolinguistic research article  
General description of task :

Just to know how English using in Jabodetabek

Types of task : Individual / ~~pair-work~~ / group  
Start time : 17.00 PM (JULY 12, 2025)  
End time : 18.00 PM (JULY 12, 2025)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                     | Feeling, impressions, remarks, experience, interesting events                                               | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 17.00-17.20    | Read abstract and introduction | Fascinated by the symbolic value of English in urban identity; reminds me of global trends in language use. | 8                                                 |
| 17.20-17.45    | Findings content               | Surprised to see how deeply English influences school environments.                                         | 8                                                 |
| 17.45-18.00    | Conclusions reading            | Concerned about national identity, but understood the practical needs for English in globalized             | 8                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 6

Monica Puspa Sata

2308203008

Name of task : Reading Article

General description of task : Menambah Ilmu Pengetahuan

Types of task : Individual / ~~pair-work~~ / group

Start time : 18 Juni 2025 (08:00 AM)

End time : 18 Juni 2025 (15:30 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------|---------------------------------------------------------------|---------------------------------------------------|
| 08:00 - 09:00  | Reading article | Enjoyable article was interesting                             | 8                                                 |
| 19:00 - 20:30  | Reading novel   | very enjoyable, couldn't wait to know what happens next.      | 9                                                 |
| 19:30 - 15:30  | Reading journal | interesting, learned new information                          | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Puspa Sota

2380203008

Name of task : Reading Article

General description of task : menambah ilmu pengetahuan terkait SLA

Types of task : Individual / ~~pair work~~ / group

Start time : June 19, 2025 (09:00 AM)

End time : June 19, 2025 (22:00 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities          | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09:00 - 10:00  | summarizing         | Helped me understand the article better                       | 8                                                 |
| 20:00 - 21:00  | Reading short story | enjoyable, interesting story                                  | 9                                                 |
| 21:00 - 22:00  | Reading book        | very motivating, made me want to try new things.              | 9                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Purpa Suta  
(2388203008)

Name of task : Reading Academic Article on climate change

General description of task :

Reading a scientific Article about climate change and summarizing it.

Types of task : Individual / pair-work / group-

Start time : 07.30 AM (20 June 2025)

End time : 08.30 AM (June 20, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 07.30-07.45    | Skimming the article        | Curious, article is interesting and topic is relevant         | 9                                                 |
| 07.45-08.00    | Reading body Paragraphs     | Found some parts difficult but manageable                     | 7                                                 |
| 08.00-08.15    | Highlighting and annotating | Helped focus on key points                                    | 8                                                 |
| 08.15-08.30    | summarizing the article     | Felt satisfied after completing summary!                      | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name of task : Reading a news article from BBC News

General description of task :

Reading and taking notes on current global events.

Types of task : Individual / pair-work / group

Start time : 08.00 AM (June 24, 2025)

End time : 09.00 AM (June 24, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 08.00-08.15    | Skimming headlines          | Interested to see what's happening around the world           | 7                                                 |
| 08.15-08.30    | Reading one main article    | focused on details, some new vocabulary                       | 6                                                 |
| 08.30-08.45    | Highlighting important data | Enjoyed the factual writing style                             | 7                                                 |
| 08.45-09.00    | Writing a summary           | Felt productive but a bit tired                               | 6                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Monica Puspa Sata  
(2188203008)

Name of task : Reading a short story : "The Lottery" by Shirley Jackson

General description of task :

Reading and analyzing the plot, characters, and theme.

Types of task : Individual / pair-work / group

Start time : 10.00 AM (June 25, 2025)

End time : 11.00 AM (June 25, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Reading Introduction      | surprised by eerie tone                                       | 8                                                 |
| 10.15 - 10.30  | Reading the rising action | Very engaging plot was building suspense                      | 9                                                 |
| 10.30 - 10.45  | Analyzing characters      | Fascinated by symbolism and irony                             | 9                                                 |
| 10.45 - 11.00  | Reflecting on theme       | Shocked by ending, thought deeply about tradition             | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama: Monica Purpa Seta  
NPM : 2308203008

Name of task : Reading chapter from a novel "To Kill a Mockingbird"

General description of task :

focused reading on character development and narrative voice.

Types of task : Individual / pair-work / group

Start time : 09.30 AM (June 26, 2025)

End time : 10.30 AM (June 26, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09.30-09.45    | Reading chapter opening     | curious about scout's perspective                             | 9                                                 |
| 09.45-10.00    | following plot              | Engaged with family dynamics                                  | 9                                                 |
| 10.00-10.15    | observing character actions | empathetic to Atticus's values                                | 10                                                |
| 10.15-10.30    | reflecting on themes        | felt inspired by moral message                                | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Puspa Sota (2388203008)

Name of task : just read normally

General description of task : the aim is to increase knowledge

• The aim is to increase knowledge!

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : June 30, 2025 (20.10 PM)

End time : June 30, 2025 (23.00 PM)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities          | Feeling, impressions, remarks, experience, interesting events                                                          | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 20:10 - 21:00  | Novel Love story    | strong emotions : Novels can evoke strong emotions, such as sadness, joy and or anger, depending on the theme and plot | 7                                                 |
| 22:00 - 23:00  | Membaca graded book | daya merasa happy saat membaca buku ini (feeling enjoy)                                                                | 5                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

(Monica Puspa Sota : 2388203008)

Name of task : Reading an inspirational biography : " Malala Yousafzai "

General description of task :

Reading to understand the role of education and courage.

Types of task : Individual / pair-work / group

Start time : 16.00 PM ( July 1, 2025 )

End time : 17.00 PM ( July 1, 2025 )

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 16.00 - 16.15  | Reading back-ground story | Touched by her early life struggles                           | 10                                                |
| 16.15 - 16.30  | Reading about activism    | Inspired by her bravery                                       | 10                                                |
| 16.30 - 16.45  | Highlighting key message  | Understood importance of education and voice                  | 10                                                |
| 16.45 - 17.00  | Reflecting and journaling | Felt hopeful and motivated                                    | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Puwa S. (2388203008)

Name of task : Reading academic article on language learning strategies

General description of task :

Reading a Journal article and identifying main strategies for language learners.

Types of task : Individual / pair work / group

Start time : 13.00 PM (2 July 2024)

End time : 14.00 PM (2 July 2024)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13.00 - 13.15  | Skimming for main ideas     | Found technical terms a bit difficult                         | 6                                                 |
| 13.15 - 13.30  | Reading in detail           | Understood key strategies like metacognitive planning         | 7                                                 |
| 13.30 - 13.45  | Annotating and highlighting | Helped with comprehension                                     | 8                                                 |
| 13.45 - 14.00  | Writing a response          | Satisfied with personal reflection                            | 8                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Purposah (2388203008)

Name of task : Reading English Poem collection

General description of task :

Reading and interpreting selected English poems for literary analysis

Types of task : Individual / pair-work / group

Start time : 18.30 PM (JULY 10, 2025)

End time : 19.30 PM (JULY 10, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities              | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 18.30 - 18.45  | Reading "ode to Autumn" | Loved imagery, felt calm                                      | 9                                                 |
| 18.45 - 19.00  | Interpreting meaning    | Some metaphors were complex                                   | 8                                                 |
| 19.00 - 19.15  | Comparing themes        | Found common motifs of nature                                 | 9                                                 |
| 19.15 - 19.30  | Writing reflection      | Enjoyed poetic expressions                                    | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Monica Puspa Sota (2388203008)

Name of task : Reading textbook chapter on syntax (linguistics)

General description of task :

Reading and understanding basic sentence structure and tree diagrams.

Types of task : Individual / pair work / group

Start time : 10.00 AM ( JULY 11, 2025)

End time : 11.00 AM ( JULY 11, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities           | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Reading cliffhangers | Needed to reread for clarity                                  | 6                                                 |
| 10.15 - 10.30  | observing examples   | Tree diagrams were helpful                                    | 7                                                 |
| 10.30 - 10.45  | Drawing diagrams     | Practiced helped understanding                                | 8                                                 |
| 10.45 - 11.00  | Reviewing key points | still a bit confused but learning                             | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

(MONICA PUSPA SBT : 2388203008)

Name of task : Reading an opinion article from The Guardian

General description of task :

Understanding opinions on global warming policy and identifying persuasive language.

Types of task : Individual / pair-work / group

Start time : 14.30 PM (JULY 12, 2025)

End time : 15.30 PM (JULY 12, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 14.30 - 14.45  | Reading opening Paragraphs      | Interested in the author's Point of view                      | 8                                                 |
| 14.45 - 15.00  | Highlighting Persuasive Phrases | Noticed rhetorical techniques                                 | 9                                                 |
| 15.00 - 15.15  | Analyzing arguments             | Felt challenged by opposing ideas                             | 7                                                 |
| 15.15 - 15.30  | Reflecting on structure         | Appreciated how arguments were built.                         | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 7

Name : Deah Amanda putri

Name of task : Reading A Novel

General description of task : understanding the plot and characters in an English Novel

Types of task : Individual / pair-work / group

Start time : 19 June 2025 (10 :00 AM)

End time : 19 June 2025 (10.45 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                             | Feeling, impressions, remarks, experience, interesting events             | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Picked up the novel and reviewed previous chapter      | Felt excited to continue the story and see what happens next              | 9                                                 |
| 10.10 - 10.25  | Read new chapter (focused on a major plot development) | Very engaged in the storyline, especially during a dramatic moment        | 9                                                 |
| 10.25 - 10.40  | Took notes about main character's action               | impressed by the character's decision's felt more connected to the story  | 8                                                 |
| 10.40 - 10.45  | Reflected on the chapter and made predictions          | curious about what will happen next ; interested in reading more tomorrow | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Deah Amanda Putri

Npm : 2388203022

Name of task : Daily Reading To Novel

General description of task :

Reading chapter 7 to understand Harry's first experience at Hogwarts

Types of task : Individual / ~~pair~~work / group

Start time : June / 19 / 2025 (07:00 AM)

End time : June / 19 / 2025 (09:00 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                                                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:00 - 07:40  | Reading the arrival at Hogwarts  | I was really excited. The descriptions of the castle, the boats, and the Great Hall felt magical. It made me imagine myself as a Hogwarts student.             | 10                                                |
| 07:40 - 08:20  | Reading the Sorting Hat Ceremony | I was curious and nervous for Harry. The Sorting Hat talking in rhyme was fun. I liked how Harry asked not to be in Slytherin and was Sorted into Gryffindor.  | 9                                                 |
| 08:20 - 09:00  | Reflecting and Summarizing       | I wrote a short summary and picked my favorite quote: "It is our choices ... that show what we truly are." It made me think deeply about identity and bravery. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Deah Amanda Putri

Npm : 2380203022

Name of task : Daily Reading To Novel

General description of task :

My goal is to understand the meaning of true love and emotion through this famous scene.

Types of task : Individual / pair-work / group

Start time : June 120 / 2025 (04:00 AM)

End time : June 120 / 2025 (05:30 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                 | Feeling, impressions, remarks, experience, interesting events                                                                                 | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 04.00 - 04.30  | Reading the beginning of the balcony scene | I think Port is really beautiful. Romeo expresses his love with poetic words. I felt like I was standing there under the stars with them.     | 9                                                 |
| 04.30 - 05.00  | Reading the full dialogue between them     | I felt nervous and touched. Juliet was honest but also a afraid. I liked how brave they were, even though their families were enemies.        | 8                                                 |
| 05.00 - 05.30  | Summarizing and Writing Favorite quotes    | I chose the quote "My beauty is as boundless as the sea"... because it was so sincere. The scene made me reflect on the meaning of real love. | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name of task : Reading An Article ( The Art of Reading like a Translator )

General description of task :

My goal is to practice skimming and scanning while understanding the deeper meaning and ideas behind the act of translation.

Types of task : Individual / pair work / group

Start time : June 29, 2025 / 14:20 PM

End time : June 29, 2025 / 15:50 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events                                                               | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 14:20 - 14:50  | Skimming through the article            | I tried to catch the main ideas in each paragraph. I think the topic is quite deep but really interesting to explore        | 8                                                 |
| 14:50 - 15:20  | Scanning for quote & key arguments      | I focused on Barnier Searls's views on what it means to translate. Some parts were challenging, but I learned new insights. | 9                                                 |
| 15:20 - 15:50  | Writing Summary and personal reflection | I concluded that translation isn't just about words, it's about emotion, context, and culture. It gave me a new perspective | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Deah Amanda Putri (2388203022)

Name of task : Daily Reading a Novel (kenapa Aku diciptakan?)

General description of task :

My goal is to reflect on the meaning of life and better understand my purpose through this story

Types of task : Individual / pair-work / group

Start time : June 25, 2025 / 19:10 PM

End time : June 25, 2025 / 23:10 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                | Feeling, impressions, remarks, experience, interesting events                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19:10 - 20:30  | Reading the main character's struggles    | I felt connected to the character's questions about life, it made me think about my own doubts and the search for true purpose | 10                                                |
| 20:30 - 21:50  | Reading the part about spiritual guidance | I found the mentor's words really inspiring. It taught me that life isn't random, but has meaning when we live with intention. | 9                                                 |
| 21:50 - 23:10  | Writing summary and personal reflection   | I wrote my thoughts and highlighted a quote that says we are created to worship and grow. It helped me see life more clearly.  | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Deah Amanda Putri (2388203022)

Name of task : Daily Reading a Novel (Anne Boleyn)

General description of task :

My goal is to understand Anne Boleyn's journey and reflect on the connection between power, love and sacrifice

Types of task : Individual / pair-work / group

Start time : June 26, 2025 / 19:15 PM

End time : June 26, 2025 / 22:15 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                      | Feeling, impressions, remarks, experience, interesting events                                                                           | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19:15 - 20:15  | Reading Anne's early days and her rise at court | I admired her cleverness and confidence. I was interested in how she navigated the royal court and attracted King Henry's attention.    | 9                                                 |
| 20:15 - 21:15  | Reading about her marriage & political tension  | I felt the tension grow. It was powerful to see how her position gave her influence, but also exposed her to danger and enemies.        | 9                                                 |
| 21:15 - 22:15  | Reading her fall and final days                 | I felt emotional during this part. Her execution was tragic. It made me reflect on how women in history paid a high price for ambition. | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deah Amanda Putri (23080203022)

Name of task : Reading an Article (Tech entrepreneurship root)

General description of task :

My goal is to understand how entrepreneurship is integrated into education and to practice finding key ideas using Skimming & Scanning

Types of task : Individual / pair-work / group

Start time : June 30, 2025 / 13:20 PM

End time : June 30, 2025 / 14:50 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                     | Feeling, impressions, remarks, experience, interesting events                                                                                          | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 13:20 - 13:50  | Skimming to understand the article's structure | I got the general idea that Virginia Tech wants students to learn not just coding but also how to build real world tech businesses                     | 9                                                 |
| 13:50 - 14:20  | Scanning for specific examples and programs    | I found details about courses and mentorships. I think it's exciting that students can launch startups while still in school                           | 9                                                 |
| 14:20 - 14:50  | writing summary and reflection                 | I wrote a short summary. In my opinion, this kind of learning prepares students for the real world. It made me more curious about tech and innovation. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Deah Amanda P (2388203022)

Name of task : Reading An Article "Translator, Interpreter Corps eases communication for local organizations"

General description of task :

My goal is to practice scanning and skimming to find the main ideas and important detail in the article

Types of task : Individual / ~~pair-work~~ / group

Start time : July 1, 2025 (07:20 AM)

End time : July 1, 2025 (08:50 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                                                                                       | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:20 - 07:50  | Skimming the full article           | I tried to quickly get the general idea of the article. I think the topic is important because it helps people who can't speak English communicate. | 8                                                 |
| 07:50 - 08:20  | Scanning for key points and details | I focused on names, numbers, and quotes. I found it interesting that many university students help in the program.                                  | 9                                                 |
| 08:20 - 08:50  | Summarizing and writing reflections | I wrote a short summary. In my opinion, this program is very helpful for immigrants and local organizations. I learned how to find info faster.     | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Deah Amanda Putri (2308203022)

Name of task : Reading an Article (Why I keep Teaching)

General description of task :

My goal is to reflect on a teacher's motivation and passion while practicing skimming and scanning to find the key ideas in the article

Types of task : Individual / ~~pair work~~ / group

Start time : July 2, 2025, (09:20 AM)

End time : July 2, 2025 (10:30 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                   | Feeling, impressions, remarks, experience, interesting events                                                                     | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 09:20 - 09:50  | Skimming to get the overall message          | I found the article heartwarming. It shows that teaching is not just a job, but a meaningful calling with real impact on students | 9                                                 |
| 09:50 - 10:20  | Scanning for key reason and personal stories | I noticed how the teacher mentioned small moments like students' growth as their main motivation. That felt very genuine to me    | 8                                                 |
| 10:20 - 10:30  | Summarizing & writing reflection             | I wrote a short summary and noted that teaching is about connection, not just content. It reminded me to value meaningful work    | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deah Amanda Putri (2388203022)

Name of task : Daily Reading a Novel (Bulan Terbelah di langit Amerika)

General description of task :

My goal is to understand the message of tolerance and how muslims search for identity in American Society.

Types of task : Individual / pair work / ~~group~~

Start time : July 10, 2020 (07:10 AM)

End time : July 10, 2020 (11:10 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                   | Feeling, impressions, remarks, experience, interesting events                                                                        | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:10 - 08:10  | Reading the Introduction & New York setting  | I think the description of New York in winter was very vivid. I liked how the author placed a muslim character in a big modern city. | 9                                                 |
| 08:10 - 09:10  | Reading the conflict between Hanum & Pargga  | I felt tense when they were challenged to prove "America is the place where the moon split." It made me really curious               | 8                                                 |
| 09:10 - 10:10  | Reading the meeting with American Scientists | The discussions about science and faith were so interesting. I started thinking about how belief and logic can go hand in hand.      | 10                                                |
| 10:10 - 11:10  | Summarizing & Writing Favorite Quotes        | I wrote down a quote about respecting differences. This part reminded me how important open mindedness is in a diverse society       | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deah Amanda Putri (2398203022)

Name of task : Reading a Short Story (Frozen Season 1)

General description of task :

My goal is to enjoy the story while reflecting on themes like love, fear, family and self acceptance.

Types of task : Individual / ~~pair-work~~ / group

Start time : July 11, 2025, (15:30 PM)

End time : July 11, 2025, (17:30 PM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                      | Feeling, impressions, remarks, experience, interesting events                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 15:30 - 16:10  | Reading Elsa's childhood and Fear of her powers | I felt sorry for Elsa. Her fear made her hide her true self. I think this part teaches us not to be afraid of who we are. | 9                                                 |
| 16:10 - 16:50  | Reading Anna's journey to find Elsa             | I enjoyed the adventure, Anna's love for her sister really touched me. It reminded me of how important family bonds are.  | 10                                                |
| 16:50 - 17:30  | Reading the ending and resolution               | I was moved by the ending. the moment when Anna sacrificed herself was powerful. love truly saved everything in the end   | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deah Amanda Putri (2388203022)

Name of task : Daily Reading a short story (Aladdin)

General description of task :

My goal is to enjoy the story while learning its moral values about honesty, courage, and using power wisely

Types of task : Individual / pair work / group

Start time : July 12, 2025 (07:15 AM)

End time : July 12, 2025 (10:15 AM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                     | Feeling, impressions, remarks, experience, interesting events                                                                         | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:15 - 08:15  | Reading Aladdin's life before finding the lamp | I felt sorry for Aladdin at first. He was poor and lazy, but I liked how the story began to show his potential when he met the wizard | 8                                                 |
| 08:15 - 09:15  | Reading about the magic lamp and his wishes    | I was excited during this part! The genie and the palace were magical. It made me think about how easy it is to misuse power.         | 9                                                 |
| 09:15 - 10:15  | Reading how Aladdin defeats the villain        | I was proud of Aladdin's bravery. He learned to be responsible and clever. The ending taught me that good always wins over evil       | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 8

Ayu Antika (2388203023)

Name of task : Daily Reading to novel

General description of task :

By reading the novel entitled Titanic, I learned that true love knows no social status, and human arrogance towards technology can end tragically, and then reading to focusing on character conflict and tragedy.

Types of task : Individual / pair work / group

Start time : June, 18 / 2025 - 03.00 AM

End time : June, 18 / 2025 - 05.00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                     | Feeling, impressions, remarks, experience, interesting events                                                      | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 03.00 - 03.40  | - Reading Introduction and character description (Jack & Rose) | - I was interested in how the novel describes their difference in background. It made me feel excited and curious. | 8                                                 |
| 03.40 - 04.20  | - Reading scenes of conflict between Rose and her family       | - I felt emotionally connected to Rose's struggle for freedom. It made me dislike the social system in the story.  | 9                                                 |
| 04.20 - 05.00  | - Reading the moment the ship hits the iceberg.                | - This part was intense and tragic. I could feel the panic and fear. It made me more engaged with the story.       | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Anika  
2308263023

Name of task : Daily Reading to Novel

General description of task :

"Harry Potter and the Prisoner of Azkaban"  
Reading selected scenes from the novel to explore deeper character development,  
the theme of justice, time and truth, as well as plot twists involving Sirius Black.

Types of task : Individual / pair-work / group

Start time : June 19 - 2025 / 07:00 AM

End time : June 19 - 2025 / 08:30 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                               | Feeling, impressions, remarks, experience, interesting events                                        | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:00 - 07:30  | Reading Harry's frustration at the Dursleys and the Aunt Marge Incident. | I felt Proud of Harry for standing up for himself. The accidental magic was dramatic and satisfying. | 9                                                 |
| 07:30 - 08:00  | Reading Harry's escape and first encounter with the Knight Bus.          | I enjoyed the quirky magical bus. It felt fast-paced and magical.                                    | 8                                                 |
| 08:00 - 08:30  | Reading Harry's arrival at Hogwarts and reunion with friends.            | This was a warm and exciting moment before school starts.                                            | 8.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Antika. (2388203023)

Name of task : Daily Reading to Article

General description of task :

I reading an English article about Future business models and taking notes on key points and personal reflections. and by reading this article I know the future business model that is relevant to the development of technology and entrepreneurship.

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : June. 20 - 2025 / 08.00 PM

End time : June. 20 - 2025 / 08.30 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                 | Feeling, impressions, remarks, experience, interesting events                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.10  | - Reading about AI-Driven Soas             | I Found it Interesting how AI is used to Improve digital Services. Automation is becoming essential in modern businesses. | 9                                                 |
| 08.10 - 08.20  | - Reading about Small-Scale Agency         | - I didnt realize small agencies could be this effective. it's Inspiring for beginners in entrepreneurship.               | 8                                                 |
| 08.20 - 08.30  | - Reading about Immersive Commerce (AR/VR) | - This Part was the most exciting. I was amazed to learn how VR/AR can change the online shopping experience.             | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Ayvi Antiko  
2388203023

Name of task : Daily Reading to Novel

General description of task :

"Harry Potter and the Prisoner of Azkaban"

Reading selected scenes from the novel to explore deeper character development, the theme of justice, time, and truth, as well as plot twists involving Sirius Black.

Types of task : Individual / pair-work / group

Start time : June.24 -2024 /01.30 AM

End time : June.24 -2024 /03.00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                            | Feeling, impressions, remarks, experience, interesting events                              | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------|
| 01.30 - 02.00  | Reading about the dementors on the train to Hogswarts                 | This part was chilling. I felt the fear Harry experienced. Dementors are truly terrifying. | 10                                                |
| 02.00 - 02.30  | Reading Defense against the dark arts with Professor Lupin.           | Lupin became one of my favorite teachers. The boggart lesson was fun and clever.           | 9                                                 |
| 02.30 - 03.00  | Reading Hogsmeade trip and Harry sneaking in with the Marauder's Map. | The magical map was fascinating! It made me curious about the past.                        | 10                                                |

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Ayu Antika  
2308203023

Name of task : Daily Reading to Novel

General description of task :

"Harry Potter and the Prisoner of Azkaban"  
Reading selected scenes from the novel to expose deeper character development,  
the theme of justice, time, and truth, as well as plot twist involving Sirius Black.

Types of task : Individual / pair-work / group

Start time : June, 25 - 2024 / 03.30 AM

End time : June, 25 - 2024 / 05.00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                       | Feeling, impressions, remarks, experience, interesting events                                | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------|
| 03.30 - 04.00  | Reading Harry's owlitch match and the dementor interaction       | The was intense and upsetting. I felt angry that the Dementors interfered.                   | 8                                                 |
| 04.00 - 04.30  | Reading Buckbeak's trial and Hermione's stress                   | I felt sad and frustrated about Buckbeak's unfair situation. Hermione's stress was relatable | 9                                                 |
| 04.30 - 05.00  | Reading about the marauder's map and the mystery of Sirius Black | The twist that Sirius may be alive was both exciting and scary.                              | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Anika  
2388203023

Name of task : Daily Reading to Novel

General description of task :

"Harry Potter and the Prisoner of Azkaban"  
Reading selected scenes from the novel to explore deeper character development,  
the theme of justice, time, and truth, as well as plot twists involving Sirius Black

Types of task : Individual / pair-work / group

Start time : June, 26 - 2025 / 02:00 AM

End time : June, 26 - 2025 / 03:30 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                  | Feeling, impressions, remarks, experience, interesting events                                 | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------|
| 02:00 - 02:30  | Reading the confrontation in the Shrieking Shack.           | A huge plot twist! I was shocked to learn the truth about Sirius, Peter and Lupin.            | 10                                                |
| 02:30 - 03:00  | Reading Harry and Hermione using the time turner.           | I was fascinated by the concept of time travel and how they saved Buckbeak and Sirius.        | 10                                                |
| 03:00 - 03:30  | Reading the ending: Lupin resigns, Sirius's letter to Harry | Bittersweet. I was sad Lupin left but happy Sirius offered to care for Harry. A strong ending | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Antika  
2380203023

Name of task : Daily Reading to Article

General description of task :

Reading about how AI-Powered Video analysis (Project CAFE)  
Supports teacher coaching and classroom improvement.

Types of task : Individual / pair-work / group

Start time : June, 30 - 2025 / 05.00 AM

End time : June, 30 - 2025 / 06.00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                                    | Feeling, impressions, remarks, experience, interesting events                                                | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 05.00 - 05.20  | Reading Intro on Pandemic-driven Classroom video adoption                     | It was striking how the Pandemic spurred open teaching practices and peer learning across classrooms.        | 8                                                 |
| 05.20 - 05.40  | Reading about Project CAFE and its AI video-scanning features                 | Fascinated by how AI measures talk, time, logically, and tone without judgement - truly a coach's assistant. | 9                                                 |
| 05.40 - 06.00  | Reading benefits: saving coach time, focusing on trends, improving practices. | Impressed by the efficiency gain - coaches can spend less time transcribing and more time guiding teachers   | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Ayu Antiko  
2388203023

Name of task : Daily Reading to Article

General description of task :

Reading an article about How Turkish translators are adapting to AI and reflecting on its impact on jobs and the translation industry.

Types of task : Individual / pair-work / group-

Start time : July, 1 - 2025 / 08.00 AM

End time : July, 1 - 2025 / 09.00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                       | Feeling, impressions, remarks, experience, interesting events                                                           | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.20  | Reading the Introduction about AI and human translators          | I was surprised to learn that many translators are now training the AI models that could replace them.                  | 9                                                 |
| 08.20 - 08.40  | - Reading about economic pressures on freelance translators      | I felt concerned about how quickly AI is affecting creative professions. The shift feels both practical and unsettling. | 8                                                 |
| 08.40 - 09.00  | Reading about hopes and concerns for the future of language work | This section made me reflect on how important human language skills still are, even in an AI-driven world.              | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Ayu Antika  
2382203023

Name of task : Daily Reading to Article

General description of task :

Reading an analysis on the role of the Institute of Education Science (IES) in U.S. education research and how it should be reformed - not eliminated.

Types of task : Individual / pair-work / group

Start time : July, 2 - 2025 / 07:00 AM

End time : July, 2 - 2025 / 08:00 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                           | Feeling, impressions, remarks, experience, interesting events                                         | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:00 - 07:20  | Reading about the cancellation of IES grants         | Shocked by how abruptly research grants were canceled. It shows the fragility of education research.  | 8                                                 |
| 07:20 - 07:40  | Reading the Five Proposals for Reforming IES         | Encouraged by practical, bold ideas like a national "moonshot" and enhanced data systems.             | 9                                                 |
| 07:40 - 08:00  | Reflecting on the importance of IES funding and data | I felt motivated, realizing how critical federal research is for addressing learning loss and equity. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Anika  
(2388203028)

Name of task : Daily Reading Article.

General description of task :

To know how Teacher tips for setting up your  
classroom this School Year.

Types of task : Individual / pair-work / group

Start time : July, 10 / 2025 (around 01-00 AM)

End time : July, 10 / 2025 (01-45 AM)

Rate your reading motivation from 1-10 :

| Minute to task          | Activities                                                         | Feeling, impressions, remarks, experience, interesting events                                                         | Reading Motivation rates for each activity (1-10) |
|-------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Around 01-00 am - 01-15 | I read an article to find out how the teacher created a new class. | I read the introduction and it made me know how teachers create classes.                                              | 8.                                                |
| 01-15 - 01-30           |                                                                    | I think this is great because when I read there are several ways to make the class better.                            | 9                                                 |
| 01-30 - 01-45           |                                                                    | when I read the conclusion section I thought this was something good but I was hesitant to make it in the real world. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ayu Antika  
2302203023

Name of task : Daily Reading to short story

General description of task :

Reading and Reflecting on the Storyline, Characters and Values  
In the short story Rapunzel as adapted from Langend

Types of task : Individual / pair-work / group

Start time : July, 11 - 2025 / 18.00 PM

End time : July, 11 - 2025 / 18.45 PM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                                   | Feeling, impressions, remarks, experience, interesting events                                                         | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 18.00 - 18.15  | Reading Rapunzel live in the tower and her dream to see the floating lights. | I felt sympathy for Rapunzel's loneliness, but also inspired by her big dreams and curiosity about the outside world. | 9                                                 |
| 18.15 - 18.30  | Reading about Rapunzel escaping the tower with Flynn Rider.                  | This part was exciting and adventurous. I liked how Rapunzel slowly became braver and started discovering herself.    | 10                                                |
| 18.30 - 18.45  | Reading Cimax: Rapunzel discovers the truth and gains her freedom.           | I was moved by her courage to face the truth and choose freedom. The ending was powerful and satisfying.              | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ag. Antika  
2388203023

Name of task : Daily Reading to Short Story

General description of task :

Reading and reflecting on the key events and moral values in the fairy tale 'Sleeping Beauty'

Types of task : Individual / pair-work / group

Start time : July, 12 - 2025 / 09.00 AM

End time : July, 12 - 2025 / 09.45 AM

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                                     | Feeling, impressions, remarks, experience, interesting events                                                                     | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 09.00 - 09.15  | Reading the birth of the princess and the fairies' blessings   | I felt joyful when the princess was born. The magical blessings were beautiful, but the evil fairy's curse was shocking.          | 8                                                 |
| 09.15 - 09.30  | Reading the curse taking effect and the kingdom falling asleep | I felt sad when the princess pricked her finger. The image of a silent kingdom sleeping for 100 years was magical and mysterious. | 9                                                 |
| 09.30 - 09.45  | Reading the prince's arrival and the happy ending              | I was relieved when the prince broke the curse. The story ended with happiness, teaching that kindness and hope will win.         | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 9

Nama : Siti Maswifah  
(2366203029)

Name of task : Reading of the Day

General description of task : Daily silent reading session to enhance vocabulary, comprehension, and personal engagement with English texts.

Types of task : Individual / pair work / group

Start time : 18 Juni 2025 (08.00 AM)

End time : 18 Juni 2025 (08.30 AM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                        | Feeling, impressions, remarks, experience, interesting events                                                                                                           | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.10  | choosing a book from the class shelf              | I was excited to see a new novel I didn't notice before. The variety of genres made it feel like a small adventure just picking something.                              | 8                                                 |
| 08.10 - 08.20  | Silent reading time                               | I got immersed in the story. At first, it was hard to focus, but after a few pages, I forgot I was even in class. I feel calm and curious about what would happen next. | 8                                                 |
| 08.20 - 08.30  | writing down unfamiliar words and short summaries | I liked finding new words. I didn't know what glimpse meant before. Writing a quick summary helped me remember.                                                         | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Siti Musmawati

23rd June 2024

Name of task : Reading Dangan Ronpa Bang Mawon / novel

General description of task : Reading the story of Danganronpa Atsushi - a young man with mysterious powers who gets

involved with the world's detective agency composed of gifted individuals

Types of task : Individual / pair work / group

Start time : 14:00 PM (19 JUN 2025)

End time : 15:00 PM (19 JUN 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events                                                                                                                                            | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 14:00 - 14:15  | Atsushi meets Dazai and Join Agency     | I was curious and a little nervous at first, but the humor between Kuma-Da and Dazai made me laugh.                                                                                                      | 6                                                 |
| 14:15 - 14:30  | First mission and discovering his power | Surprised to see Atsushi's transformation. I felt inspired by the mix of action and supernatural.                                                                                                        | 10                                                |
| 14:30 - 15:00  | Conflict with Poi Magia                 | The tone shifted to something darker. I was a bit nervous but couldn't stop reading.<br>I really liked how the character was based on real human figures. It made the story feel more real and engaging. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Siti Musardiah (2188203024)

Name of task : Reading The Phantom of the Opera by Gaston Leroux

General description of task : Reading a gothic mystery novel set in the Paris Opera house, following the strange occurrences

surrounding a mysterious Opera Ghost, a rising infamed Christine Daae, and a hidden secret behind both as fiction

Types of task : Individual / pair work / group

Start time : 20:00 PM (June 20, 2025)

End time : 21:15 PM (June 20, 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                             | Feeling, impressions, remarks, experience, interesting events                                                        | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 20:00 - 20:15  | Introduction to the opera house        | I felt intrigued by the mysterious tone. The setting was vivid and highly color like a haunted theatre.              | 10                                                |
| 20:15 - 20:30  | Christine's young behavior revealed    | I was drawn in by Christine's tragic - like state and the secrets of the Opera Ghost.                                | 9                                                 |
| 20:30 - 20:55  | Phantom's first indirect appearance    | The suspense was rising. I loved how the story was built slowly, with tension and elegance.                          | 9                                                 |
| 20:55 - 21:15  | Christine's love for the phantom since | It was haunting and beautiful. I felt sympathy for the phantom but also fear. The atmosphere was incredibly intense. | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Slh MUSAROFAL (2388203029)

Name of task : Reading of the 8A9.

General description of task : Reading my favorite comic. It's about Hanato's story. Learning about his background.

Types of task : Individual / pair work / group

Start time : 16.00 PM (25 Jun 2025)

End time : 17.00 PM (25 Jun 2025)

Rate your reading motivation from 1-10 : 9.

| Minute to task | Activities                   | Feeling, impressions, remarks, experience, interesting events                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 16.00 - 16.15  | Reading Hanato's Background. | I felt nostalgic and emotional. It's giving childhood vibes. Her loneliness and desire to be accepted were very touching. | 9                                                 |
| 16.15 - 16.30  | Academy training scenes      | I like the comedy and how his teacher (Iruka) cared for Hanato. Their bond was so meaningful.                             | 10                                                |
| 16.30 - 16.45  | First mission with team 7    | The teamwork and rivalry were interesting. I was curious about their growth (even though I already knew) haha.            | 9                                                 |
| 16.45 - 17.00  | Self-reflection.             | I realize why Hanato is so inspiring. His determination made me reflect on my own goals.                                  | 9                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Slh Musarofah (2388203029)

Name of task : Reading Curse of the Mistaken Hand

General description of task : A Supernatural mystery novel with a Victorian Steampunk setting, where gods and machines slowly unfold.

Types of task : Individual / pair-work / group -

Start time : 21.00 PM (26 Juni 2025)

End time : 22.00 PM (26 Juni 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                                                                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 21.00 - 21.15  | Introduction of mystical setting    | The scene atmosphere was very effective. I felt slightly uneasy but in a good way.                                                                                             | 9                                                 |
| 21.15 - 21.35  | Tarot ritual with mysterious guests | Mysterious and symbolic. And I feel creepy and uneasy                                                                                                                          | 7                                                 |
| 21.35 - 22.00  | Main character first strange event  | The horror element was subtle but deep. I felt both fear and awe.<br><br>(I didn't continue reading it) Haha - It's really terrifying, the life gods but kind of cult / sci-fi | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Siti Nurwanjari (2188203024)

Name of task : Comic reading time

General description of task : Individual reading session using an English comic book to encourage engagement with visual storytelling.

Types of task : Individual / pair work / group

Start time : 24 Juni 2025 (15:30 pm)

End time : 24 Juni 2025 (16:00 pm)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                                               | Feeling, impressions, remarks, experience, interesting events                                                                                                                                                                                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 15:30 - 15:35  | picking a comic from my shelf and flipping through pages | I immediately smile when I opened it. The drawings were fun and I liked the speech bubbles. Even before reading, I felt excited because it didn't feel like studying.                                                                          | 10                                                |
| 15:35 - 15:55  | Reading through the comic silently                       | I was completely focused. The mix of pictures and dialogue helped me understand the story without getting stuck on difficult words. Some parts made me laugh, especially when the main character fell off his skateboard and said 'epic fail'. | 10                                                |
| 15:55 - 16:00  | Re-reading my favorite scene.                            | I loved a scene where the characters argued in a funny way. I didn't know what 'chill out, dude' meant, but now I do.                                                                                                                          | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Siti Musarufah (2388203029)

Name of task : Reading at the Day

General description of task : Reading a novel : Omniscient Reader

A man wakes up to a world that mirrors the fictional web novel he used to read. Only now, it's real and deadly.

Types of task : Individual / pair-work / group

Start time : 12.00 PM (30 Juni 2025)

End time : 13.15 PM (30 Juni 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                                        | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 18.00 - 18.15  | World collapse begins.           | I was immediately hooked. The survival system and chaos felt intense and realistic.                  | 10                                                |
| 18.15 - 18.30  | Dokja's survival choices         | His cold logic and use of reader knowledge was very satisfying to follow.                            | 10                                                |
| 18.30 - 19.00  | Unexpected character development | The characters surprised me. I thought I knew what would happen, but the story broke my expectation. | 10                                                |
| 19.00 - 19.15  | Reflection                       | I felt like I was reading a mix of fantasy, survival, and psychological thriller in one.             | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

SITI Mubandah (2368203024)

Name of task : Reading of the story.

General description of task : Reading about Kagome's journey to the past and her encounters with Inuyasha and others in feudal era.

Types of task : Individual / pair-work / group

Start time : 13.00 PM ( JULY 1, 2025)

End time : 14.00 PM ( JULY 1, 2025)

Rate your reading motivation from 1-10 : 5

| Minute to task | Activities                     | Feeling, impressions, remarks, experience, interesting events                       | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------|
| 13.00 - 13.15  | Demon fight scenes             | Exciting and a little creepy. The traditional setting added mystery.                | 7                                                 |
| 13.15 - 13.30  | Inuyasha and Kagome's argument | Funny and entertaining. Their love hate chemistry kept the story alive.             | 5                                                 |
| 13.30 - 13.45  | Jewel shard's scattered.       | I felt intrigued by the magical concept. The story became more intense.             | 5                                                 |
| 13.45 - 14.00  | Reflection                     | The combination of folklore, fantasy, and time travel made me enjoy the story more. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Siti Musrotul (2388203029)

Name of task : Reading of the story

General description of task : A clever and sarcastic main character tries to live a peaceful life in a fantasy world but ends up attracting chaos. (Trach of the count's family novel). still an ongoing

Types of task : Individual / pair-work / group

Start time : 19.30 PM (July 2, 2025)

End time : 20.45 PM (July 2, 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                                       | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 19.30 - 19.45  | Intro forming his strategies     | I was impressed with his intelligence. It's not the usual (hard) plot, which made it fresh and fun. | 10                                                |
| 19.45 - 20.00  | Character interaction            | The side character were hilarious. I enjoyed how Cate always pretend to be lazy.                    | 9                                                 |
| 20.00 - 20.35  | Solving a conflict with witness. | Cate didn't fight, but used brains. That's what made it more enjoyable.                             | 10                                                |
| 20.35 - 20.45  | Resolution and cliffhanger       | I kept reading because the plot twist was so unexpected. I want to know what happens next.          | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Giti Musawarrah (2388203024)

Name of task : Daily Reading

General description of task :

Reading an academic article.

Types of task : Individual / pair-work / group

Start time : 10 - July - 2025 (at 02.00 in the afternoon.)

End time : 10 - July - 2025 (23.00 PM)

Rate your reading motivation from 1-10 : 9.

| Minute to task                              | Activities                                      | Feeling, impressions, remarks, experience, interesting events                                                                                | Reading Motivation rates for each activity (1-10) |
|---------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| around<br>02.00 in the afternoon to finish. | I read an article from an English news website. | The article about environmental issues. I found the topic informative and it helped me learn new vocabulary related to climate change.       | 8.                                                |
| 10.00 in the morning to finish.             | I read a short story from a graded reader book  | The story was easy to follow and enjoyable. I liked the main characters personality. It made me feel more confident about reading in English | 9.                                                |
| 08.30 in the night to finish.               | I read a chapter from a self-help book          | some parts were a bit challenging, but I was motivated because the content was meaningful.                                                   | 7.                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Siti Musnifah  
NPM : 2388203024

Name of task : Daily Reading

General description of task :

Reading an academic article titled "Exploring Gender Representation in English Textbooks for Indonesian Students" by Rizki Mualia & Diah Rokhmi

Types of task : Individual / pair work / group

Start time : 07.30 AM (July 11, 2025)

End time : 09.50 AM (July 11, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                                                                            | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07.30-07.50    | read abstract and introduction      | The article opened and improved my awareness of how gender is portrayed in educational materials and helped me reflect on textbook bias. | 9                                                 |
| 07.50-08.40    | Focus on methodology and denotative | The discussion on gender roles in dialogues and images was meaningful and encouraged me to think critically.                             | 8                                                 |
| 08.40-09.50    | discussion and conclusion           | The topic was relevant to real classroom practices and made me eager to understand how to teach more inclusively.                        | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Siti Nurafah  
NPM : 2388203024

Name of task : Daily Reading

General description of task :

Reading an academic article titled "Second Language Acquisition and the Critical Period Hypothesis" by David Singleton and Lisa Ryan (2009)

Types of task : Individual / pair work / group

Start time : 08.00 AM ( July 12 , 2025 )

End time : 10.00 AM ( July 12 , 2025 )

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                      | Feeling, impressions, remarks, experience, interesting events                                                                                        | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08.00 - 08.30  | Read abstract and introduction                                  | The Topic about the age factor in second language learning intrigued me, especially the idea that younger learners may not always have an advantage. | 9                                                 |
| 08.30 - 09.15  | Focused on research findings related to adult vs child learners | I was surprised by the data showing how adults can also achieve native-like proficiency under the right conditions.                                  | 9                                                 |
| 09.15 - 10.00  | Reflected on the implications for language teaching             | The article helped me rethink the assumptions about teaching methods and how they should be adapted based on learner's age and context.              | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 10

Nomia Cellin  
(2388203016)

Name of task : Reading reflection on "Why I keep Teaching"

General description of task :

Reading and reflecting on an article about teacher motivation and resilience

Types of task : Individual / pair-work / group

Start time : 18 Juni 2025 (12.00 PM)

End time : 18 JUNI 2025 (12.45 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                          | Feeling, impressions, remarks, experience, interesting events   | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------|-----------------------------------------------------------------|---------------------------------------------------|
| 12.00 - 12.15  | Reading introduction and first section              | Inspired by the author's honesty about the teaching             | 8                                                 |
| 12.15 - 12.25  | Reading "Every time I show up" sections             | Felt encouraged by the idea that small actions have big impacts | 8                                                 |
| 12.25 - 12.35  | Reading "Invisible ripple effects" and taking notes | Reflected on my own experience as a student, emotional          | 8                                                 |
| 12.35 - 12.45  | Writing personal reflection                         | Felt grateful for teachers who made a difference in my life.    | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Norma Cellin  
(2388203016)

Name of task : Reading article

General description of task :

Reading and analyzing the article "Artificial Intelligence (AI) Based English Language Learning: From Theory to Practice" to understand how AI tools are applied in English language education.

Types of task : Individual / pair-work / group

Start time : 19 Juni 2025 (10:00 AM)

End time : 19 Juni 2025 (10:45 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events                                        | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10:00-10:05    | Previewing the article              | Felt interested because the topic is relevant, some technical terms seemed challenging at first.     | 7                                                 |
| 10:05-10:15    | Reading the introduction and theory | understood how AI is connected to learning, surprised by how fast it's growing in language learning. | 8                                                 |
| 10:15-10:25    | Reading practical applications      | Motivated by the examples of AI tools used in real classroom. Felt more engaged.                     | 9                                                 |
| 10:25-10:35    | Taking notes and summarizing        | enjoyed summarizing key points, helped me retain important ideas and reflect on learning benefit.    | 9                                                 |
| 10:35-10:45    | Reflecting on personal relevance    | Realized I've used some of these tools before (chatGPT). Felt more connected to the topic.           | 9                                                 |

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Nama : Nomia Cerni (2388203016)

Name of task : Reading a Novel

General description of task :

Reading and reflecting on selected chapters from Harry Potter and the Sorcerer's Stone to improve Vocabulary, Comprehension, and reading motivation.

Types of task : Individual / pair-work / group

Start time : 20.15 pm (20 Juni 2025)

End time : 21.15 p.m (20 Juni 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                               | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20.15 - 20.25  | Read the opening chapter where Harry lives with Dursleys | Curious, Felt sorry for Harry                                 | 8                                                 |
| 20.25 - 20.35  | Hogwarts letters arrive                                  | exc. excited, magical, atmosphere                             | 9                                                 |
| 20.35 - 20.45  | Harry tells how he's a wizard                            | surprised, emotional                                          | 9                                                 |
| 20.45 - 21.00  | Diagon alley shopping                                    | enjoyed, imagined the setting                                 | 8                                                 |
| 21.00 - 21.15  | Harry prepares for Hogwarts                              | curious what happens next                                     | 9                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Nornia Celin (2388203016)

Name of task : Reading short story "The Last Leaf" by O. Henry

General description of task :

Reading a fictional short story to enjoy the narrative and improve reading comprehension and vocabulary

Types of task : Individual / pair-work / group

Start time : 14.00 P.M (24 Juni 2025)

End time : 14.45 P.M (24 Juni 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.10  | Read introduction and character | enjoy the setting and character descriptions                  | 8                                                 |
| 14.10 - 14.20  | Read conflict development       | Felt sad and curious about what would happen                  | 8                                                 |
| 14.20 - 14.35  | Read about climax of the story  | Emotionally involved, touching moment                         | 7                                                 |
| 14.35 - 14.45  | Read the ending and reflected   | Surprise by the twist, appreciated the message                | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Nonna Cein (2388203016)

Name of task : Reading a grammar book

General description of task :

Reading a grammar topics from an english grammar book to improve accuracy in writing and speaking.

Types of task : Individual / pair-work / group

Start time : 19.30 PM (25 Juni 2025)

End time : 20.20 PM (25 Juni 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                 | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 19.30 - 19.45  | Read explanation about tense               | Needed concentration, started to understand better            | 8                                                 |
| 19.45 - 20.00  | Studied Subject-Verb arguments rules       | Found example helpful, made some notes.                       | 8                                                 |
| 20.00 - 20.10  | Learned about Conditional Sentences        | A bit challenging at first but interesting and useful         | 8                                                 |
| 20.10 - 20.20  | Did practice exercises and checked & wrote | Felt satisfied, reviewing mistakes helped reinforce learning  | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nomra Ceilin (2388203016)

Name of task : Reading a science article "Understanding Climate Change"

General description of task :

Reading an article to understand the basic principles of climate change and its effects.

Types of task : Individual / pair-work / group

Start time : 09.00 A.M (26 Jun 2025)

End time : 10.00 A.M (26 Jun 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09.00 - 09.15  | Read introduction and causes        | Surprised by the data and seriousness of the issue            | 8                                                 |
| 09.15 - 09.30  | Read about global                   | learned about sea level rise and extreme weather              | 8                                                 |
| 09.30 - 09.45  | Read about solutions and prevention | Interested in renewable energy and lifestyle changes          | 9                                                 |
| 09.45 - 10.00  | Summarized and highlight key points | Took notes and reflected on personal responsibility           | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Nomia Ceiln

Name of task : Reading a news article: "Global Efforts to Combat Plastic Pollution"

General description of task :

Reading a news article to stay informed about recent global event.

Types of task : Individual / pair-work / group

Start time : 08.30 A.M (30 Juni 2025)

End time : 09.15 A.M (30 Juni 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 08.30 - 08.45  | Read the background of the issue | Surprised by the amount of plastic waste                      | 7                                                 |
| 08.45 - 08.55  | Read global responses            | Impressed by cooperation among countries                      | 7                                                 |
| 08.55 - 09.05  | Read criticism of policy gaps    | Realized the challenges in implementation                     | 6                                                 |
| 09.05 - 09.15  | Reflected on Indonesia's role    | Felt hopeful but also concerned about local action            | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Nomia Celin (2388203016)

Name of task : Reading an article about Project-Based learning

General description of task :

Reading and analyzing an academic article about the implementation of project-based learning to understand its benefits, key features, and its role in improving student engagement and learning outcomes

Types of task : Individual / ~~pair-work~~ / group

Start time : 12.00 PM (1 Juli 2025)

End time : 12.45 P.M (1 Juli 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                   | Feeling, impressions, remarks, experience, interesting events                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| 12.00 - 12.15  | Read the introduction                        | Gained basic understanding, realized it's different from traditional learning. | 8                                                 |
| 12.15 - 12.25  | Read about the steps and key elements of PBL | Felt interested, liked how it promotes collaboration and creativity            | 9                                                 |
| 12.25 - 12.35  | Read example of classroom application        | Inspired by real examples, imagined applying it in class                       | 8                                                 |
| 12.35 - 12.45  | Reviewed conclusion and benefit for student  | Understood the impact on motivation and deeper learning.                       | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name of task : Reading short stories

General description of task :

Reading and reflecting on short story in English to understand themes, vocabulary, and character message.

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 2 Juli 2025 (11.00 AM)

End time : 2 Juli 2025 (12.00 PM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                           | Feeling, impressions, remarks, experience, interesting events     | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------|-------------------------------------------------------------------|---------------------------------------------------|
| 11.00 - 11.10  | Selected and Previewed one story     | Curious about the plot and character, excited to begin            | 8                                                 |
| 11.10 - 11.20  | Read the first half around           | Found some unfamiliar words, but enjoyed the descriptive language | 7                                                 |
| 11.20 - 11.30  | checked vocabulary and pronunciation | Gained confidence, learned correct stress and intonation          | 8                                                 |
| 11.30 - 11.40  | Finished reading the story silently  | The ending was surprising, felt satisfied and more engaged        | 8                                                 |
| 11.40 - 11.50  | wrote a short summary                | helped me reflect on the story's message                          | 7                                                 |
| 11.50 - 12.00  | Highlighted useful expressions       | found idioms and new phrases to use in writing                    | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Namia Ceilo (2308203016)

Name of task : Reading ~~text~~ a chapter from an academic textbook "Introduction to Educational Psychology".

General description of task :

Reading a textbook chapter to prepare for an exam and understand the material clearly

Types of task : Individual / ~~pair-work~~ / ~~group~~

Start time : 10.15 A.M (10 Juli 2025)

End time : 11.15 A.M (10 Juli 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.15 - 10.30  | Read about learning theories              | Found behaviorism vs constructivism comparison useful         | 8                                                 |
| 10.30 - 10.45  | Took notes on key concepts                | Helped me stay focused and understand better                  | 8                                                 |
| 10.45 - 11.00  | Read about motivation in learning         | Related to real class room experience                         | 9                                                 |
| 11.00 - 11.15  | Reviewed and highlighted important points | Felt prepared and ready to review later                       | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nomio Cein (2388203016)

Name of task : Reading an article about "10 effective ways to improve English Vocabulary"

General description of task :

Reading tips and strategies to improve vocabulary and speaking skills.

Types of task : Individual / pair-work / group

Start time : 10.00 A.M ( 11 Juli 2025 )

End time : 10.45 A.M ( 11 Juli 2025 )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Read about reading more in English      | Realized the benefit of reading daily                         | 8                                                 |
| 10.15 - 10.25  | Learned about a vocabulary Journal      | Planned to start using one                                    | 9                                                 |
| 10.25 - 10.35  | Read about motivation in learning       | Related to real classroom experience                          | 9                                                 |
| 10.35 - 10.45  | Reviewed & highlighted important points | Felt prepared & ready to review later                         | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name of task : Reading a biography (Biography of Nelson Mandela)

General description of task :

Reading a biography to learn from the life and struggles of a famous historical figure.

Types of task : Individual / ~~pair work~~ / group

Start time : 14.00 P.m (12 Juli 2025)

End time : 14.45 P.m (12 Juli 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.10  | Read about Mandela's early life | inspired by his humble beginnings                             | 9                                                 |
| 14.10 - 14.20  | Read about imprisonment         | Felt emotional & admired his resilience                       | 9                                                 |
| 14.20 - 14.30  | Read about political struggles  | learned about apartheid and his leadership                    | 9                                                 |
| 14.30 - 14.45  | Reflected on legacy             | motivated by his message of peace and equality.               | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 11

Name: Piani Marisa (2300203011)

Name of task : Reading Reflection

General description of task :

Reading a philosophical story about childhood, imagination, and love

Types of task : Individual / ~~pair work~~ / group

Start time : 08:00 AM (June 18, 2025)

End time : 08:30 AM (June 18, 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                                    | Feeling, impressions, remarks, experience, interesting events        | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------|
| 08:00 - 08:05  | opened and started reading narrator's story   | Loved the <del>draw</del> drawing of the snake that ate an elephant! | 10                                                |
| 08:05 - 08:15  | Met the little prince on the asteroid         | it felt magical and pure, I smiled a lot                             | 9                                                 |
| 08:15 - 08:30  | reflected on the conversation about grown-ups | The message about imagination really struck me.                      | 7                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Riani Marisa

NPM: 2300203011

Name of task : Reading reflection  
 General description of task : reading an educational opinion article about leadership qualities

Types of task : Individual / ~~pair work~~ / group  
 Start time : 09:00 AM (June 12, 2025)  
 End time : 03:30 AM (June 13, 2025)  
 Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                              | Feeling, impressions, remarks, experience, interesting events       | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------|---------------------------------------------------------------------|---------------------------------------------------|
| 09:00 - 09:05  | Read the introduction.                  | Leadership defined in terms of emotional intelligence intrigued me. | 8                                                 |
| 09:05 - 09:15  | Learned about the six leadership styles | I found the "coaching" and "affiliative" styles most inspiring.     | 9                                                 |
| 09:15 - 09:30  | Reflected on which style suits me       | I realized I value empathy and collaboration                        | 10.                                               |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

NAME: Riini Marisa

NPM: 2380203011

Name of task : Reading Reflection "Guru Aini By Andrea Hirata"

General description of task :

Reading a Short Motivational story about teachers and their impact

Types of task : Individual / pair-work / group

Start time : 15:00 PM ( June 20, 2025 )

End time : 15:45 PM ( June 20, 2025 )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                 | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 15:00 - 15:10  | met aini, the girl who struggles in match. | Moved by her effort                                           | 8                                                 |
| 15:10 - 15:25  | learned about her father's dream           | emotional connection                                          | 8                                                 |
| 15:25 - 15:35  | Teachers Desi's role appears               | Inspired by her teaching                                      | 8                                                 |
| 15:35 - 15:45  | reflected on how teachers change lives.    | Deeply grateful                                               | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Riani Marisa  
NPM: 238820301

Name of task : Reading reflection "The Lottery by Shirley Jackson"  
General description of task :

Reading a satirical short story criticizing blind conformity

Types of task : Individual / ~~pair work~~ / ~~group~~  
Start time : 09:00 AM (June 24, 2025)  
End time : 09:45 AM (June 24, 2025)  
Rate your reading motivation from 1-10 : 6

| Minute to task | Activities                                    | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09:00-09:10    | watched villagers gather peacefully           | Felt oddly calm                                               | 6                                                 |
| 09:10-09:25    | children gathering stones - unsettling detail | suspense built gradually                                      | 6                                                 |
| 09:25-09:35    | the drawing begins                            | uncomfortable tension                                         | 6                                                 |
| 09:35-09:45    | the twist: a ritual stoning                   | shocked and disturbed                                         | 6                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name: Riani Marisa

NPM: 2388203011

Name of task : Reading reflection "Everyday Use by Alice Walker"

General description of task :

Reading Short Story about identity and racial tension in American

Types of task : Individual / ~~pair-work~~ / group

Start time : 05:00 AM (JULY 25, 2025)

End time : 05:45 AM (JULY 25, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                     | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 05:00 - 05:10  | Met narrator and her daughter  | tension between characters was clear                          | 7                                                 |
| 05:10 - 05:25  | Conflict over family heritage  | Felt torn between both sides                                  | 7                                                 |
| 05:25 - 05:35  | Learned about the quilts       | Powerful symbolism of legacy                                  | 7                                                 |
| 05:35 - 05:45  | Reflected on cultural identity | Respect for tradition grew                                    | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Riani Marisa  
NPM : 2308203011

Name of task : Reading Reflection "A Good Man is Hard to Find by Flannery O'Connor"  
General description of task :

Reading a short story about guilt, grief, and personal trauma

Types of task : Individual / pair-work / group  
Start time : 17:00 PM (July 26, 2025)  
End time : 17:45 PM (July 26, 2025)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 17:00 - 17:10  | Read Setup about the family and grandmother | Felt skeptical of her attitude                                | 8                                                 |
| 17:10 - 17:25  | Tension rises on the road trip              | sensed something ominous                                      | 8                                                 |
| 17:25 - 17:35  | Encounter with "The Misfit"                 | very tense and disturbing                                     | 8                                                 |
| 17:35 - 17:45  | Reflected on death and redemption           | complex but deeply moving                                     | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

NAME: Riani Marisa

NPM: 2302203011

Name of task : Reading Reflection '9 Summers 10 Autumns by Iwan Setyawan.

General description of task :

Reading a Memoir about breaking cycles of poverty through hard work and education.

Types of task : Individual / pair-work / group

Start time : 22:00 PM (June 30, 2025)

End time : 22:45 PM (June 30, 2025)

Rate your reading motivation from 1-10 : 7.

| Minute to task | Activities                                | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 22:00 - 22:10  | Described humble beginnings in batu.      | Touched by simplicity and family warmth                       | 7                                                 |
| 22:10 - 22:25  | Read about challenges faced by the father | Felt deep empathy for his sacrifices                          | 7                                                 |
| 22:25 - 22:35  | Saw how education opened doors            | Amazed by his persistence to reach New York                   | 7                                                 |
| 22:35 - 22:45  | Reflected on the power of dreams          | Motivated to keep pursuing long-term goals                    | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Kiani Marisa

NPM : 238820301

Name of task : Reading reflection " Negeri 5 Menara by Ahmad Fuadi "

General description of task :

Reading a novel about personal transformation and the value of discipline in islamic boarding school life

Types of task : Individual / pair work / group

Start time : 04:00 AM ( July 1, 2025 )

End time : 04:45 AM ( July 1, 2025 )

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 04:00 - 04:10  | Learned how air adjusted to Pesantren life. | Curious about the structure and changes he faced              | 9                                                 |
| 04:10 - 04:25  | Read about routines and mental training     | Impressed by the discipline and mental endurance.             | 9                                                 |
| 04:25 - 04:35  | Encountered the motto "Man Jadda Wajadda"   | Energized by the motto's meaning                              | 9                                                 |
| 04:35 - 04:45  | Reflected on how effort leads to success    | Felt ready to apply this mindset in my own goals              | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Kiani Marisa

NPM : 2308203011

Name of task : Leading reflection "Laskar Pelangi by Andrea Hirata"

General description of task :

Reading a motivational novel about achieving dreams through educational and resilience in a rural Indonesia village

Types of task : Individual / ~~pair-work~~ / group

Start time : 07:00 AM ( July 2, 2025 )

End time : 07:45 AM ( July 2, 2025 )

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                | Feeling, impressions, remarks, experience, interesting events           | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------|
| 07:00 - 07:10  | continued the story about the school setting.             | Felt amazed by the students' eagerness to learn despite poor facilities | 9                                                 |
| 07:10 - 07:25  | observed Bu Mus's creative teaching approach.             | Deep respect for the teacher's passion and love                         | 9                                                 |
| 07:25 - 07:35  | saw how student made the most of limited resources        | Inspired by their creativity and persistence                            | 9                                                 |
| 07:35 - 07:45  | reflected on personal privilege and access to educational | realized how much we take learning for granted                          | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Riani Marisa (2300203011)

Name of task : Reading Reflection  
General description of task : reading a time magazine article to understand youth perspectives on mental health.

Types of task : Individual / ~~pair work~~ / group.  
Start time : 22:00 PM (July 10, 2025)  
End time : 22:30 PM (July 10, 2025)  
Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                               | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 22:00 - 22:05  | Skimmed the article intro and image.     | The title was very relatable and relevant to my life.         | 8                                                 |
| 22:05 - 22:15  | Read middle part with interviews         | Quotes from Gen Z made it personal and engaging.              | 9                                                 |
| 22:15 - 22:30  | Finished article, reflected on solutions | I appreciated the focus on destigmatizing therapy.            | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Riani Marisa  
NPM. 2300203011

Name of task : Reading reflection ' Harry Potter and the Philosopher's

General description of task :

Reading a children's fantasy tale with deep life lessons

Types of task : Individual / pair-work / group-

Start time : 06.00 AM ( July 11, 2025)

End time : 06:45 AM ( July 11, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                            | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 06.00 - 06.10  | Read intro of Dursleys and baby Harry | Familiar and nostalgic                                        | 8                                                 |
| 06.10 - 06.25  | Learned about the magical world       | Excited and drawn in                                          | 8                                                 |
| 06.25 - 06.35  | Noted the tone and fantasy language   | amazed by imagination                                         | 8                                                 |
| 06.35 - 06.45  | Reflected on them of identity         | INSPIRED to keep reading                                      | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Kiani Marisa  
NPM: 2308203011

Name of task : Reading Reflection "A Pair of Silk Stockings by Kate"  
General description of task :

Reading a classic short story about sacrifice and maternal love

Types of task : Individual / pair-work / group  
Start time : 20:00 PM (July 12, 2025)  
End time : 20:45 PM (July 12, 2025)  
Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                       | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20:00 - 20:10  | Read about Mrs. Sommers                                          | curious and hopeful for her plans                             | 9                                                 |
| 20:10 - 20:25  | Finding unexpected money.<br>Watched herself on herself for once | <del>surprised</del> surprised and quietly supportive         | 9                                                 |
| 20:25 - 20:35  | understood her internal conflict                                 | sad but proud of her choice                                   | 9                                                 |
| 20:35 - 20:45  | Reflected on duty vs desire                                      | emotional and thought-provoking                               | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 12

nama: Khorifah Nur P. (2388203013)

Name of task : Reading reflection

General description of task :

Reading a Political allegory to understand symbolism and historical context

Types of task : Individual / pair work / group.

Start time : 13:30 PM (June 18, 2025)

End time : 14:00 PM (June 18, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                             | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13:30 - 13:35  | Reading opening and old mayor's speech | clear message about power                                     | 9                                                 |
| 13:35 - 13:50  | reading rebellion organization         | Simple but meaningful                                         | 8                                                 |
| 13:50 - 14:00  | Reading about pig's leadership         | feels ironic and dark                                         | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

nama : Khofifah Nur F. (2188203013)

Name of task : Reading Reflection

General description of task :

Reading a news article to understand the impact of climate change on human health

Types of task : Individual / ~~pair work~~ / group

Start time : 13:50 PM (June 20, 2025)

End time : 14:25 PM (June 20, 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                           | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13.50 - 13.55  | Reading the title and introduction   | Surprising health info                                        | 8                                                 |
| 13.55 - 14.10  | reading the middle section with data | who says climate is biggest threat                            | 9                                                 |
| 14.10 - 14.25  | Reading the conclusion               | good health focused solutions                                 | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

nama: knofifah nur F. (248207013)

Name of task : Reading reflection

General description of task :

Reading a classic novel chapter to experience literary style

Types of task : Individual / pair-work / group

Start time : 22 :00 PM (June 26, 2025)

End time : 23 :30 PM (June 26, 2025)

Rate your reading motivation from 1-10 : 10

| Minute to task | Activities                                  | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 22.00 - 22.25  | Start the novel and reading                 | formal but interesting                                        | 7                                                 |
| 22.25 - 22.50  | Reading dialog between Mr. and Mrs. Bennett | funny and smart                                               | 8                                                 |
| 22.50 - 23.00  | Finishing Chapter 2                         | Mr. Darcy is intriguing                                       | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama: Khofifah Nur Farahna (2188203013)

Name of task : Reading reflection

General description of task :

Reading about educational and covid

Types of task : Individual / pair work / group

Start time : 02:00 AM (June 24, 2025)

End time : 03:00 AM (June 24, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------|---------------------------------------------------------------|---------------------------------------------------|
| 02:00 - 02:15  | Read intro      | Reminded me of lockdown                                       | 7                                                 |
| 02:15 - 02:40  | Read books Part | edtech grew fast                                              | 8                                                 |
| 02:40 - 03:00  | Reflected       | new hybrid future                                             | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

nama: khofifah nur F. (2188203013)

Name of task : Reading reflection

General description of task :

Reading an article about Gen Z and mental health

Types of task : Individual / pair work / group.

Start time : 08 : 30 AM (June 25, 2025)

End time : 09 : 30 AM (June 25, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 08.30 - 08.45  | Reading titles and introduction | Readable and timely topic                                     | 8                                                 |
| 08.45 - 09.10  | Reading body with interview     | honest voices from youth                                      | 9                                                 |
| 09.10 - 09.30  | Reading final part              | useful ideas about support                                    | 10                                                |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Khofifah Nur Farekha (2388203013)

Name of task : Daily Reading

General description of task : Reading english novel to improve comprehension and vocabulary

Reading an english novel to improve comprehension and vocabulary

Types of task : Individual / ~~pair work~~ / group

Start time : 06.40 AM (June 30, 2025)

End time : 08.40 AM (June 30, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                       | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 06.40 - 06.55  | Opening the book<br>reviewing the cover          | Curious about the story<br>story sounds interesting           | 8<br>9                                            |
| 06.55 - 07.10  | Read synopsis                                    | got to know the author                                        | 8                                                 |
| 07.10 - 07.30  | Read introduction                                | liked the setting and character                               | 9                                                 |
| 07.30 - 07.50  | Started chapter                                  | conflict started, more exciting                               | 10                                                |
| 07.50 - 08.20  | I continued chapter I<br>took notes on new words | found useful vocab                                            |                                                   |
| 08.20 - 08.40  |                                                  |                                                               |                                                   |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

nama: Khofifah Nur F (2382203012)

Name of task : Reading reflection

General description of task :

Reading a short story to understand character and plot development

Types of task : Individual / pair work / group

Start time : 20:25 PM (July 1, 2025)

End time : 21:10 PM (July 1, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                        | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20:25 - 20:30  | Reading the first part and character introduction | emotional and realistic                                       | 9                                                 |
| 20:30 - 20:45  | Reading the middle part                           | Bushman's action was touching                                 | 9                                                 |
| 20:45 - 21:10  | Reading the ending and reflecting                 | Strong and moving ending                                      | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Khofifah Nur F (2188203013)

Name of task : Reading Reflection

General description of task :

Reading a BBC article about the role of artificial intelligence in modern life

Types of task : Individual / pair work / group

Start time : 17:30 PM (July 2, 2025)

End time : 18:00 PM (July 2, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                               | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 17:30-17:35    | Planning and Skimming the article title and introduction | interesting topic and good opening                            | 8                                                 |
| 17:35-17:50    | Reading the body paragraph with supporting details       | learned about AGI and future risks                            | 7                                                 |
| 17:50-18:00    | Reading the conclusion                                   | thought provoking ending                                      | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Khodifah Nur Farekha  
 NPM: 2388203013  
 Semester: 11

Name of task : Reading an article about "The Benefits of Reading Fiction"

General description of task : Reading a 3-page article about how reading fiction can develop empathy.

Types of task : Individual / ~~pair-work~~ / group

Start time : 08:30 AM (10 Juli 2025)

End time : 09:25 AM (10 Juli 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 08:30 - 08:40  | Reading the article introduction | The introduction was easy to understand and got me curious about the topic.                    | 8                                                 |
| 08:40 - 08:50  | Reading the body of the article  | I found interesting facts about how fiction affects the brain. I highlighted key points.       | 9                                                 |
| 08:50 - 09:00  | Re-reading difficult             | Some sentences were a bit long, but I tried to understand the meaning by reading again.        | 7                                                 |
| 09:00 - 09:10  | Writing a short summary          | It helped me remember what I read. Writing made me think deeper about the meaning of the text. | 8                                                 |
| 09:10 - 09:25  | Self-reflection on the task      | I felt proud of finishing the task and enjoyed the topic. I'd like to read more fiction.       |                                                   |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Khofifah Nur Farekha  
 Wpm : 2388203013  
 Smek : 4

Name of task : Reading manga "Doraemon" - Volume 5, Chapter: "Time Machine Trouble".

General description of task : Reading a comic chapter from Doraemon, where Nobita and Doraemon

Types of task : Individual / ~~pair work~~ / group

Start time : 11 July 2025 - 16:00 PM

End time : 11 July 2025 - 16:45 PM

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                | Feeling, impressions, remarks, experience, interesting events                                              | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 16:00 - 16:10  | Reading opening panels    | Very entertaining. The drawing style and humor caught my attention immediately.                            | 9                                                 |
| 16:10 - 16:20  | Following the storyline   | I laughed at how Nobita always messes things up. The story was light and relaxing.                         | 8                                                 |
| 16:20 - 16:30  | Re-reading funny parts    | I went back to a few pages that made me laugh. The time machine accident was really creative.              | 9                                                 |
| 16:30 - 16:40  | Identifying moral/message | I realized the message was about thinking before acting. A fun way to learn that.                          | 8                                                 |
| 16:40 - 16:45  | Reflecting on the story   | I enjoyed it a lot. I feel motivated to read more comics in Japanese or English for language learning too. |                                                   |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrospective Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Khotimah Nur Farekha  
 NPM : 2308203013  
 Smstr : 4

Name of task : Reading a chapter from "Rich Dad Poor Dad" by Robert T. Kiyosaki

General description of task : Reading Chapter 3 of the book "Rich Dad Poor Dad" which discusses how the rich make money.

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 12 July 2025 - 07:30 AM

End time : 12 July 2025 - 08:15 AM

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                        | Feeling, impressions, remarks, experience, interesting events                                      | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07:30 - 07:40  | Reading the chapter                               | the topic was immediately engaging because it talks about money mixed.                             | 9                                                 |
| 07:40 - 07:50  | Reading the explanation of assets and liabilities | I found it eye-opening. The author used simple language to explain a complicated idea              | 8                                                 |
| 07:50 - 08:00  | Highlighting                                      | the story about the author's two "dads" was readable and inspiring                                 | 9                                                 |
| 08:00 - 08:15  | Taking notes and reflecting                       | I wrote some points I want to apply in real life. It made me motivated to learn financial literacy | 10.                                               |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

## Respondent 13

Nama: Ibrahimovic Sista

NPM: 2300263005

Semester: 4

Name of task : Reading Diary

General description of task :

I Read Short English stories to improve reading Comprehension and Vocabulary

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 10.00 PM (18 Jun 2025)

End time : 10.45 AM (18 Jun 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                         | Feeling, impressions, remarks, experience, interesting events                   | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.15  | Reading the story "Goodnight moon" | Felt interested in the story line and characters. Vocabulary was understandable | 10                                                |
| 10.15 - 10.30  | Highlighting new words             | Discovered many words, some were difficult but fun to learn                     | 7                                                 |
| 10.30 - 10.45  | Writing a short summary            | Helped me reflect and understand the story better, felt confident               | 3                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

IBRAHIMOVIC  
2308203205

SISRP

3

Name of task : Reading "Extensive Reading"

General description of task :

Reading an academic article titled "The analysis of denodulation and correlation reading on the downlink in a 5G cell with Reconfigurable intelligent surfaces" by aldo anjara & adi Bustam

Types of task : Individual / ~~pair-work~~ / group

Start time : 19 June 2025 (10.00 AM)

End time : 19 June 2025 (11.00 AM)

Rate your reading motivation from 1-10 : 5

| Minute to task | Activities                                         | Feeling, impressions, remarks, experience, interesting events                                                                    | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.10  | Read abstract, introduction, and literature review | The use of Reconfigurable intelligent surfaces is interesting and new to me. I need to understand its principles better.         | 8                                                 |
| 10.10 - 10.20  | Focus on the methodology and results               | The mathematical equations are complex and it's finding it hard to grasp the derivations. I might need to look up some concepts. | 9                                                 |
| 10.20 - 11.00  | Read the conclusion                                | The conclusion summarizes the main points well and highlights future research - it reinforces what I've learned.                 | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

IBRAHIM SIFRA  
2308203005

Name of task : Extensive Reading

General description of task :

Reading a Science Fiction novel titled "Dune" by Frank Herbert

Types of task : Individual / ~~pair~~work / group

Start time : 20 June 2025 (10.16 AM)

End time : 20 June 2025 (11.05 AM)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                      | Feeling, impressions, remarks, experience, interesting events                                                            | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10.16 - 10.25  | Read about osseus and the fremen culture        | The world - building is incredibly rich and detailed the concept of a desert planet with giant sand worms is captivating | 8<br>8                                            |
| 10.25 - 10.45  | Follow Paul's journey and political intrigue    | The political maneuvering and the prophecies are complex but engrossing. I'm invested in Paul's development.             | 8                                                 |
| 10.45 - 11.05  | Explore the ecological and philosophical themes | The deeper themes about environmentalism, religion, and human evolution are profound and make me think                   |                                                   |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Ibrahimovic siska (2388203005)

Name of task : Just Filling Free Time

General description of task :

Read a comic

Types of task : Individual / pair work / group

Start time : 24 Juni 2025 (23.00 PM)

End time : 24 JUNI 2025 (23.40 PM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                             | Feeling, impressions, remarks, experience, interesting events                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| 23.00 - 23.10  | • Reading chapter about TUFFY VS Kaido | • Excited and tense. The battle scene was intense and full of dramatic artwork | 8                                                 |
| 23.10 - 23.20  | • Reading zero and Sanji's Fight scene | • Impressed by their teamwork. Sanji's character development is interesting.   | 9                                                 |
| 23.20 - 23.30  | • Flashback of Kaido's Past            | Surprised by Kaido's tragic backstory. It gave more depth to his character     | 7                                                 |
| 23.30 - 23.40  | • Closing chapter cliffhanger          | • Curious and thrilled. The chapter ends with a major plot twist.              | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

IBRAHIMOVIC SISPA  
2308203005

Name of task : extensive reading

General description of task :

Reading a historical fiction novel titled "The Nightingale" by Kristin Hannah.

Types of task : Individual / pair-work / group

Start time : 25 June 2025 (11:00 AM)

End time : 25 June 2025 (11:50 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                          | Feeling, impressions, remarks, experience, interesting events                                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 11.00-11.30    | Read about the sisters' lives before the war        | The contrasting personalities of Vianne and Isabelle are immediately apparent, setting the stage for their different responses to the war | 8                                                 |
| 11.30-11.35    | Follow their experiences during the Nazi occupation | The hardships and brave acts of resistance are incredibly moving. The historical detail makes it feel very real                           | 9                                                 |
| 11.35-11.50    | explore the themes of survival, sacrifice and love  | The emotional toll of war and the strength of the human spirit are powerfully portrayed. It's a truly impactful story                     | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Ibrahimovic Sira (2388203005)

Name of task : Reading a comic

General description of task :

Read Reading Several Parts of the comic Go home.

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 30 Juni 2025 ( 20.00 PM)

End time : 30 Juni 2025 ( 21.00 PM)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                            | Feeling, impressions, remarks, experience, interesting events                                           | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.15  | • Reading the introduction and character setup.       | • Curious about the story. The main character seems long y. and mysterious                              | 7                                                 |
| 20.15 - 20.30  | • conflict begins                                     | • The tension rises. The story is relatable, especially the feeling of wanting to return somewhere safe | 9                                                 |
| 20.30 - 20.45  | • Emotional moment when the character almost gives up | • Felt emotional. I started to sympathize with the character's struggle                                 | 7                                                 |
| 20.45 - 21.00  | • ending - character finds an emotional home          | • heart warming and meaningful. It turns out "home" is not just a place, but a sense of belonging       | 8                                                 |

Note. Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Ibrahimovic Sisra (2388203005)

Name of task : Reading REFlection on 'the role of the Teacher in The educational Process'

General description of task :

Reading and reflecting on the article discussing the evolving roles, characters, and responsibility of teacher's the educational process.

Types of task : Individual / pair-work / group

Start time : 14.00 PM (1 Juli 2025)

End time : 15.00 PM (1 Juli 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                  | Feeling, impressions, remarks, experience, interesting events                                                                                                                             | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.15  | Read the abstract and introduction          | I was intrigued by the idea that the teacher is not just an instructor, but a moral and social role model. The mention of historical shifts in the teacher's role sparked my interest.    | 8                                                 |
| 14.15 - 14.30  | Read the section on historical views.       | I found it fascinating to learn how different cultures viewed teachers, such as the Romans calling them <i>paidagogos</i> . It gave me a deeper appreciation for the legacy of teaching.  | 8                                                 |
| 14.30 - 14.45  | Read philosophical perspective on teachers. | The quotes from Plato, Komenski, and Makarenko were powerful. I was especially moved by the emphasis on love, responsibility, and patience in teaching.                                   | 8                                                 |
| 14.45 - 15.00  | Read conclusion and write personal notes    | The conclusion reinforced the importance of teachers as nation builders. I felt inspired and proud to be in the education field. I took notes on teacher attributes for future reference. | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name: Ibrahimovic Siska

NPM: 2388605005

Name of task : Reading 'The condition of education'

General description of task :

Reading an academic article titled "The Role of Culture in Second Language Learning" by Claire Kramsch (1993)

Types of task : Individual / pair-work / group

Start time : 2 Juli 2025 (07.15 AM)

End time : 2 Juli 2025 (09.00 AM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                           | Feeling, impressions, remarks, experience, interesting events                                                    | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 07.15 - 07.30  | The article explained meaning culture and its impact | It deepened my understanding of cultural nuances in communication and made me reflect on my own learning process | 9                                                 |
| 07.30 - 07.50  | read & interpreted the part of symbolic function     | the article increased my appreciation of symbolic meaning in verbal expression                                   | 9                                                 |
| 08.00 - 09.00  | discussion                                           | The use of Roland Barthes' Semiotic theory caught my interest and made me see language from a different angle    | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : : (brahimurc siska (2388203005)

Name of task : Reading

General description of task : Read a book

Types of task : Individual / ~~pair work~~ / group

Start time : 3 Juli 2025 (21.05 PM)

End time : 3 Juli 2025 (22.01 PM)

Rate your reading motivation from 1-10 : 4

| Minute to task | Activities                | Feeling, impressions, remarks, experience, interesting events                                                                                                    | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 21.05 - 21.08  | Read a book virtual novel | • The beginning of the title made me very interested in reading it.                                                                                              | 6                                                 |
| 21.08 - 21.30  |                           | • At the beginning of the story in the chapter in this novel, it really doesn't fit into the story line, the plot goes back and forth, and the setting is a mess | 4                                                 |
| 21.30 - 22.01  |                           | • in the next chapter the story becomes more unclear, and I don't want to continue it anymore, because the plot and setting of this story are unclear            | 2                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Ibrahimovic Siro  
NPM : 2308203005

Name of task : Daily Reading

General description of task :

Reading a fantasy short story titled "The Mirror of Fire and Dreams" by Chitra Banerjee Divakaruni.

Types of task : Individual / pair-work / group

Start time : 14.20 PM ( JULY 10, 2025 )

End time : 15.15 PM ( JULY 10, 2025 )

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                                              | Feeling, impressions, remarks, experience, interesting events                                                                                        | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 14.20-14.35    | Began reading the introduction of the magical world and main characters | The concept of a mirror that shows the future fascinated me. I felt curious about its power                                                          | 8                                                 |
| 14.35-14.45    | Followed the main character's journey through the dream realm           | The dream world was described vividly. I imagined walking through these surreal places myself                                                        | 10                                                |
| 14.45-15.15    | Noting new vocabulary and outlining interesting sentences               | I feel that there are a lot more good vocabulary words and interesting sentences to note down. It's fun because I know a lot of new vocabulary words | 10                                                |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nama : Ibrahimovic Siska  
NPM : 2308203005

Name of task : Daily Reading

General description of task :

Reading a fantasy novel excerpt titled "The girl who Drank the Moon" (chapter 3-5) by Kelly Barnhis

Types of task : Individual / pair-work / group

Start time : 10.00 AM (JULY 11, 2025)

End time : 11.00 AM (JULY 11, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                   | Feeling, impressions, remarks, experience, interesting events                                                            | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 10.00-10.20    | Reviewed Summary of previous chapters and began Chapter 3    | I was intrigued by the mysterious magic and the kind witch. The story felt unique and intriguing.                        | 8                                                 |
| 10.20-10.40    | Read the scene where Luna unknowingly absorbs magical energy | This part was emotional and intense. I felt both amazed and concerned for the character's future.                        | 8                                                 |
| 10.40-11.00    | Continued to the climax of Chapter 5 with growing tension    | The author's writing style made the scenes vivid. I didn't want to stop reading because the conflict was getting deeper. | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Name : Ibrahimovic sura

NPM : 2300203605

Name of task : Reading Dear

General description of task :

I read short English stories to improve reading Comprehension and Vocabulary

Types of task : Individual / ~~pair work~~ / ~~group~~

Start time : 12 Juli 2025 (19.00 PM)

End time : 12 Juli - 2025 (15.00 PM)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                       | Feeling, impressions, remarks, experience, interesting events      | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------|
| 14.00 - 14.25  | Reading the story<br>"The house on Mango Street" | try to understand the story, and the story line                    | 8                                                 |
| 14.25 - 14.50  | Noting new vocab, and underlining good sentences | there is a lot to take in, as there are many interesting new words | 10                                                |
| 14.50 - 15.00  | Reshma story pages                               | Stop reading, because I am tired of reading                        | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

## Respondent 14

Della Stevens (2305203021)

Name of task : Reading about teen mental health

General description of task :

Reading NPR article on anxiety and support for teenagers

Types of task : Individual / pair work / group

Start time : 20.00 PM ( June 18, 2025 )

End time : 20.30 PM ( June 18, 2025 )

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                          | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 20.00 - 20.05  | Read student story at the beginning | Felt emotional and connected                                  | 9                                                 |
| 20.05 - 20.20  | Read strategies and expert advice   | Useful and relevant to student life                           | 9                                                 |
| 20.20 - 20.30  | Reflected and wrote thoughts        | Realized the value of mental health support                   | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Name : Dita Syvanti muha (2388203021)

Name of task : Reading article (BBC News - Climate Change impact on coral reefs)

General description of task :

News about coral bleaching events and how warming oceans affect marine ecosystems.

Types of task : Individual / pair work / group

Start time : 19.00 PM (June 19, 2025)

End time : 19:30 PM (June 19, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                                          | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 19.00-19.10    | Opened article, looked at headline, images, and map | Felt curious and concerned seeing before-after reef images    | 8                                                 |
| 19.10-19.20    | Read body text, highlighted expert quotes and stats | Surprised by speed of coral loss and lack of action           | 9                                                 |
| 19.20-19.30    | Reflected on article in notebook                    | Felt more aware of ocean crisis and interested to read more   | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deffa Stevani mutia (2388203021)

Name of task : The Guardian - How AI is changing education (Article)  
 General description of task :

Read 2 guardian article on how AI tools are influencing learning environments.

Types of task : Individual / pair work / group  
 Start time : 13.00 PM (June 20, 2025)  
 End time : 13.30 PM (June 20, 2025)  
 Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                               | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13.00 - 13.05  | Skimmed introduction and checked layout  | Familiar topic but interested in school context               | 7                                                 |
| 13.05 - 13.20  | Read case examples and expert opinions   | Realized both benefits and risks of AI in education           | 8                                                 |
| 13.20 - 13.30  | Reflected on personal AI use in learning | Thoughtful about managing AI use in study                     | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Della Stevani (2388203021)

Name of task : Daily reading

General description of task : Daily reading - practicing reading skills and vocabulary building.

Daily reading - practicing reading skills and vocabulary building

Types of task : Individual / pair work / group

Start time : 10:00 AM (June 24, 2025)

End time : 10:45 AM (June 24, 2025)

Rate your reading motivation from 1-10 :

| Minute to task | Activities                                     | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10:00 - 10:10  | Started daily reading with a short article     | Felt curious and ready to learn something new                 | 7                                                 |
| 10:10 - 10:25  | Underlined new words and wrote the definitions | Found some unfamiliar words, but excited to expand vocabulary | 8                                                 |
| 10:25 - 10:35  | re-read and tried to understand main ideas     | Understood the general meaning, felt more engaged             | 8                                                 |
| 10:35 - 10:45  | wrote a short summary and personal             | Felt good about the reading, confident in making progress     | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Nama : Della Stevani

NPM : 2368203021

Semester : 4

Name of task : Reading English Short Stories

General description of task :

I read Short English Stories to improve reading comprehension and Vocabulary

Types of task : Individual / pair-work / group

Start time : 17.00 PM (JULY 26, 2025)

End time : 17.30 PM (JULY 26, 2025)

Rate your reading motivation from 1-10 : 5

| Minute to task | Activities                       | Feeling, impressions, remarks, experience, interesting events                  | Reading Motivation rates for each activity (1-10) |
|----------------|----------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------|
| 17.00 - 17.05  | Reading the story "The Gruffalo" | Felt interested in the storyline and characters. Vocabulary was understandable | 8                                                 |
| 17.05 - 17.25  | Highlighting new words           | Discovered many new words, some were difficult but fun to learn                | 10                                                |
| 17.25 - 17.30  | Writing a short summary          | Helped me reflect and understand the story better. Felt confident              | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Dilla Melani (2388203021)

Name of task : Reading about Electric Vehicles

General description of task :

Reading The Guardian article on EV development around the world

Types of task : Individual / pair work / group

Start time : 10.00 AM (July 25, 2025)

End time : 10.30 AM (July 25, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                         | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 10.00 - 10.05  | Reviewed intro and statistics      | Interested in EV progress                                     | 7                                                 |
| 10.05 - 10.20  | Read about China, Europe, US.      | Surprised by how fast EVs grow                                | 7                                                 |
| 10.20 - 10.30  | Reflected on Indonesia's potential | Hoped our country can follow                                  | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Nella Juwari Mulia (2366203021)

Name of task : Reading about fast fashion

General description of task :

Reading BBC article on the environmental cost of clothing industry

Types of task : Individual / pair work / group

Start time : 19:00 PM (JULY 26, 2025)

End time : 19:30 PM (JULY 26, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                   | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 19.00-19.05    | Looked at images and title   | Shocked by factory waste photos                               | 9                                                 |
| 19.05-19.15    | Read about textile pollution | Understood the real cost of cheap clothes                     | 9                                                 |
| 19.15-19.30    | Reflected on shopping habits | Inspired to buy clothes more responsibly                      | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Deffa Stevani Nur (2388203021)

Name of task : Reading about Ocean Pollution

General description of task :

Reading CNN News about Plastic waste in the ocean

Types of task : Individual / pair work / group

Start time : 19:00 PM (June 30, 2025)

End time : 19:30 PM (June 30, 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                    | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|-------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 19.00 - 19.05  | Checked graphic and fig stats | alarmed by pollution levels                                   | 7                                                 |
| 19.05 - 19.20  | Read full report              | Realized how serious plastic waste has become                 | 8                                                 |
| 19.20 - 19.30  | Reflected and took notes      | Thought about reducing plastic use                            | 7                                                 |

**Note.** Adapted from “EFL Students’ Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling”, by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Deffa Stevani mutia (2188203021)

Name of task : Reading about global inflation

General description of task :

Reading Reuters article on worldwide inflation in 2026

Types of task : Individual / pair work / group

Start time : 13.00 PM (1 Juli 2025)

End time : 13.30 PM (1 Juli 2025)

Rate your reading motivation from 1-10 : 7

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 13.00 - 13.05  | Skimmed title and country list  | Curious about economic data                                   | 7                                                 |
| 13.05 - 13.20  | Read exerts and expert comments | Some parts were difficult but informative                     | 7                                                 |
| 13.20 - 13.30  | Reflected on local prices       | Related it to real life experiences                           | 7                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Vella Stevani mutiz (2188203021)

Name of task : Reading about Remote Work

General description of task :

Reading NY Times article on how remote jobs affect cities

Types of task : Individual / pair work / group

Start time : 09.00 AM (JULY 2, 2025)

End time : 09.35 AM (JULY 2, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                      | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|---------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 09.00 - 09.05  | Skimmed layout and photos       | Curious about changes in urban economy                        | 8                                                 |
| 09.05 - 09.25  | Read data and interviews        | Underst d how work from home changed cities                   | 7                                                 |
| 09.25 - 09.35  | reflected on personal relevance | Wondered if this trend affects Indonesia                      | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.

Della Shvanti Mutha (2388203021)

Name of task : Reading about reading habits

General description of task :

Reading The Atlantic article on why people read less for fun

Types of task : Individual / pair work / group

Start time : 15.00 PM (July 10, 2025)

End time : 15.30 PM (July 10, 2025)

Rate your reading motivation from 1-10 : 8

| Minute to task | Activities                           | Feeling, impressions, remarks, experience, interesting events | Reading Motivation rates for each activity (1-10) |
|----------------|--------------------------------------|---------------------------------------------------------------|---------------------------------------------------|
| 15.00-15.05    | Skimmed intro and stats              | Related to my own reading behavior                            | 8                                                 |
| 15.05-15.20    | Read main arguments                  | Read main arguments Screen time is a big distraction          | 7                                                 |
| 15.20-15.30    | Reflected and made new reading goals | Decided to read more article again                            | 8                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23-40. Adapted for research purposes under fair use.

Nama: Della Stevani  
NPM : 2388203021

Name of task : Daily Reading

General description of task :

Reading a fantasy story titled "The keeper of lost fair cities" (Chapter 1-2) by Shannon Messenger

Types of task : Individual / pair-work / group

Start time : 13.00 PM ( July 11, 2025)

End time : 13.50 PM ( July 11, 2025)

Rate your reading motivation from 1-10 : 9

| Minute to task | Activities                                                | Feeling, impressions, remarks, experience, interesting events                                                         | Reading Motivation rates for each activity (1-10) |
|----------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| 13.00- 13.15   | Read the opening scene and character introduction         | I was immediately drawn into the mysterious setting and felt curious about the main character's secret                | 9                                                 |
| 13.15- 13.30   | Continued to the conflict introduction and strange events | The sudden appearance of a stranger added suspense. I imagined myself in the character's position                     | 9                                                 |
| 13.30- 13.50   | Read up to the part where discovers a new world           | The transition into the fantasy world was exciting and magical. I enjoyed the detailed description of the new setting | 9                                                 |

**Note.** Adapted from "EFL Students' Motivational Currents during Extensive Reading Programs: A Retrodictive Qualitative Modelling", by Ista Maharsi, Sugirin, & Ashadi, 2024, Studies in English Language and Education, 11(1), 23–40. Adapted for research purposes under fair use.