

ABSTRACT

Della Adelia, 2026. "An Analysis on the Sixth-Grade Students' Reading Motivation in English at an Elementary School in Bengkulu City." Undergraduate Thesis, English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Bengkulu. Supervisor: Dr.Yupika maryansyah M.Pd.

Reading motivation is an important factor that affect tudents' engagement in English language learning. This study aimed to investigate the level and types of English reading motivation among sixth-grade students at an elementary school in Bengkulu City. The study employed a quantitative descriptive design with a purposive sampling technique. Data were collected through a questionnaire consisting of 25 statements based on Guthrie and Wigfield's theory of reading motivation. The data were analyzed using descriptive statistics, particularly mean scores. The results showed that the students' overall level of English reading motivation was in the moderate category, with a mean score of 3.17. Intrinsic motivation was the most dominant type of motivation, with a mean score of 3.77, which was categorized as high. Competence beliefs (3.64), extrinsic motivation (3.55), and social motivation (2.90) were categorized as moderate, while work avoidance had a mean score of 1.97 and was categorized as low. Based on these findings, it can be concluded that the sixth-grade students at an elementary school in Bengkulu City demonstrated a moderate level of English reading motivation, with intrinsic motivation being the most dominant type and a low tendency to avoid reading activities.

Keywords: Reading Motivation, English Reading, Intrinsic Motivation, Sixth-Grade Students, Elementary School.

ABSTRAK

Della Adelia, 2026. “An Analysis On Sixth-Grade Students’ Reading Motivation In English At Elementary School In Kota Bengkulu.” Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Bengkulu: Dr

Motivasi membaca merupakan salah satu faktor penting yang memengaruhi keterlibatan siswa dalam pembelajaran Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui tingkat dan jenis motivasi membaca Bahasa Inggris siswa kelas VI di sekolah dasar Kota Bengkulu. Penelitian ini menggunakan desain deskriptif kuantitatif dengan teknik *purposive sampling*. Data dikumpulkan melalui kuesioner yang terdiri atas 25 pernyataan berdasarkan teori motivasi membaca Guthrie dan Wigfield. Data dianalisis menggunakan statistik deskriptif melalui skor rata-rata (*mean*). Hasil penelitian menunjukkan bahwa tingkat motivasi membaca Bahasa Inggris siswa secara keseluruhan berada pada kategori sedang dengan skor rata-rata 3,17. Motivasi intrinsik menjadi jenis motivasi yang paling dominan dengan skor rata-rata 3,77 dan berada pada kategori tinggi. *Competence beliefs* (3,64), motivasi ekstrinsik (3,55), dan motivasi sosial (2,90) berada pada kategori sedang, sedangkan *work avoidance* memperoleh skor rata-rata 1,97 dan berada pada kategori rendah. Berdasarkan hasil tersebut, dapat disimpulkan bahwa siswa kelas VI di sekolah dasar Kota Bengkulu memiliki motivasi membaca Bahasa Inggris pada tingkat sedang, dengan motivasi intrinsik sebagai jenis motivasi yang paling dominan dan kecenderungan penghindaran terhadap kegiatan membaca yang rendah.

CHAPTER 1

INTRODUCTION

This chapter presents brief discussion about background, the research questions, objectives of the research, limitations of the research, significances of the research, and the definition of key terms of research.

1.1 Background

Reading skills are the main foundation in the education system, because through reading activities, students can build knowledge, broaden their horizons, and develop analytical and reflective thinking skills. In the context of learning English as a foreign language, reading skills play a more complex role. Reading not only serves as a means of understanding texts, but also as the main medium for acquiring vocabulary, understanding grammatical structures, and internalizing language patterns that are not always obtained through oral communication. Thus, poor reading skills in English have the potential to hinder the development of overall language competence.

However, the issue of reading literacy remains unresolved. The results of the Programme for International Student Assessment (PISA) conducted by the OECD consistently show that Indonesian students' reading skills are low compared to the average of other participating countries (Patria, 2020). Data from the Programme for International Student Assessment not only shows low ability to understand explicit information, but also weak ability among students to interpret, evaluate, and critically reflect on the content of texts. This fact indicates that the issue of literacy is not solely related to the technical aspects of reading, but also touches on

the motivational aspects and learning dispositions of students towards reading activities themselves.

Low literacy achievement is influenced not only by cognitive factors, but also by affective factors, one of which is motivation. Theoretically, motivation is an internal or external drive that motivates individuals to perform a certain activity (Hong Li, 2022). In the context of reading, motivation determines how much students want to engage in reading activities, how long they persevere in the face of difficulties, and how deeply they process the information they read. Without adequate motivation, even good learning strategies have the potential to not produce optimal results. In other words, low reading ability can be seen as a logical consequence of low reading motivation that has not been identified and addressed systematically.

At the elementary school level, the formation of reading motivation plays a very important role because this phase is the initial stage of forming long-term learning habits and attitudes. If the experience of reading English at this stage is dominated by feelings of difficulty, boredom, or academic pressure, students have the potential to form negative perceptions of reading activities. However, in practice, English reading instruction in elementary school is often still mechanical and oriented toward completing tasks and achieving grades, rather than developing students' interests and curiosity. The findings of Amanda McGraw et al. (2019) identify this as students perceiving reading as “work” that must be completed, rather than a meaningful learning experience. As a consequence, the motivation that develops tends to be extrinsic and situational, rather than intrinsic and sustainable.

In addition to students' psychological factors, classroom learning conditions also contribute to the formation of reading motivation. Limited vocabulary and differences between the first language and English language systems often cause students to experience comprehension barriers. Several studies confirm this relationship. G. Brooks et al. (2021) studied 31 students (25 EAL, 6 L1 English) and found that differences in vocabulary knowledge showed greater variation in reading comprehension scores than other factors studied. Meanwhile, Adrian Pasquarella et al. (2012) tested 75 adolescents (31 first language speakers, 44 second language speakers) and found that vocabulary was a significant predictor for both groups, with second language speakers showing particular vulnerability. If these obstacles are not balanced with adaptive teaching strategies, students may experience a decline in self-confidence, which can lead to a decrease in reading motivation. In the long term, this condition can create a negative cycle, where low ability leads to low motivation, and low motivation further reduces ability.

Another factor that is no less important is the competence and background of teachers in teaching English in elementary schools. In some schools, English is still taught by teachers who do not have a background in English education. Many studies provide concrete evidence to support this claim. Novializa Ramadhayanti et al. (2025) found that non-specialist teachers face “challenges in learning,” including “low student ability, unstable teacher confidence, and a lack of professional collaboration.” These conditions do not necessarily indicate a lack of quality in individual teachers, but academically, they can have an impact on the variety of learning methods, material selection, and strategies for building student motivation. Effective reading instruction requires an understanding of pre-reading, reading, and

post-reading strategies, as well as the ability to create a classroom atmosphere that encourages active participation (Arif Saricoban, 2002). Without adequate pedagogical competence in English, the learning process has the potential to be less varied and less able to foster students' intrinsic motivation.

If these various issues are analyzed in an integrated manner, it can be seen that low reading literacy cannot be separated from the aspect of student motivation in reading English. However, efforts to improve literacy often focus more on the curriculum and teaching materials, while in-depth studies on student reading motivation, especially at the elementary school level, are still relatively limited. In fact, a comprehensive understanding of the level and type of student motivation is an important prerequisite for designing targeted learning interventions.

Based on these considerations, research is needed that systematically analyzes the motivation to read English among elementary school students, especially in sixth grade as the final stage of elementary education. This analysis aims not only to measure students' motivation levels but also to identify the characteristics of motivation that develop in the context of school learning. Therefore, this study focuses on sixth-grade students in elementary schools in Bengkulu. The results of this study are expected to provide an empirical basis for the development of more effective learning strategies oriented toward strengthening students' intrinsic motivation in reading English.

1.2 Research Questions

Based on the background that has been described, the problem formulation in this study is as follows.

1. What is the level of motivation for reading English among sixth-grade students at elementary schools in Kota Bengkulu?
2. What types of motivation do sixth-grade students have for reading English at elementary schools in Kota Bengkulu?

1.3 Objectives of the Research

Based on these research questions, the objectives of this study are as follows.

1. To determine the level of motivation to read English among sixth-grade students at elementary schools in Kota Bengkulu.
2. To identify the types of motivation that students have in reading English at elementary schools in Kota Bengkulu.

1.4 Limitation of the Research

This study is limited to sixth-grade students at SDN Kota Bengkulu, so the results cannot be generalized to students in other grades or schools outside SDN Kota Bengkulu.

1.5 Significances of the Research

This research is expected to provide the following benefits:

1. For English Teachers

Provides an overview of the level and type of student motivation to read, so that teachers can design more appropriate learning strategies to increase interest in reading in English.

2. For Students

Helps students realize the importance of motivation in reading English and encourages them to be more active in improving their reading skills.

3. For Schools

As evaluation material for designing programs or activities that support the improvement of English reading motivation at the elementary school level.

1.6 Definition of Key Term

The key terms used in this study are:

1. Analysis is a systematic process of observing, interpreting, and evaluating data.
2. Motivation is an internal or external force that drives a person to take action in order to achieve a specific goal.
3. Reading motivation is an internal or external drive that influences students' interest and desire to read English texts.
4. Sixth-grade students refer to students who are currently enrolled in the sixth year of elementary school and are in the final stage of basic education.