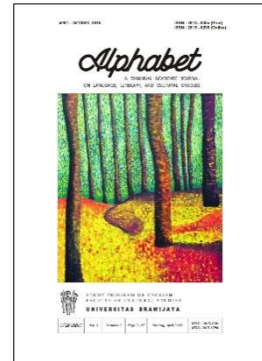


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Strategies to Promote Student's Autonomous Reading Motivation

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Abstract

Reading English text is challenging for senior high school students, therefore the teacher has to provide effective strategies to motivate the students to read more. This study aims to identify the teacher's strategies called Independent Study to promote student's autonomous reading motivation. It is a case study using triangulation data involving the English teacher and 27 students of the 12th Grade of SMKN 1 Batu majoring in Hospitality Management. The data were collected from interviews, observations, and questionnaires based on Self-Determination Theory (SDT) and were analyzed both quantitatively and qualitatively. The results pointed out that the teacher applied all of the strategies of SDT teaching dimensions (autonomy support, structure, and involvement) which were effective to encourage students reading motivation. It is proven by the results of two questionnaires: (1) Teacher as Social Context Questionnaire (TASC) indicating that students' perceptions on teaching dimensions were good and (2) Self-Regulation Questionnaire (SRQ) indicating that the students had both extrinsic (external and identified regulation) and intrinsic reading motivation.

Keywords:

teaching reading strategies, autonomous reading motivation

Motivation is known as one of the affective factors influencing student's reading skill. Motivation is considered to be a crucial aspect of reading engagement because it is an effortful activity that involves choice (Wigfield et al., 2004). Motivated students are more engaged in reading, more confident, and more likely to comprehend reading materials well. Therefore, the teacher has an important role in helping the students to develop a positive attitude toward reading and motivate them to read more. The important role of the teacher is selecting the appropriate strategies to foster students' reading motivation. The English teacher should provide the activities and classroom practice in order to promote their students' autonomous reading motivation. *Autonomous* can mean independent or self-controlling, while *motivation*

can refer to the desire or the willingness to achieve or to do something. Furthermore, Dickinson (1995) states that there is a link between autonomy and motivation due to the fact that "learning success and enhanced motivation are conditional upon learners taking responsibility for their own learning, being able to control their own learning and perceiving that their learning success or failure is to be attributed to their own efforts and strategies rather than to factors outside their control".

This study aims to identify the strategies within the Independent Study applied by the teacher to promote autonomous reading motivation of the students of the 12th Grade of SMKN 1 Batu majoring in Hospitality Management using Self-Determination Theory

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(SDT) (Reeve, 2009). The SDT formulates general guideline to facilitate autonomous motivation (Ryan & Deci, 2000). According to Ryan & Deci (2000), there are three teaching dimensions namely *autonomy support*, *structure* and *involvement* to support students' basic psychological need in Self Determination Theory including *autonomy*, *competence*, and *relatedness*.

REVIEW OF RELATED LITERATURE

Reading Motivation

Motivation is also the key factor in successful reading. When someone has the motivation to read, they have the willingness to read by their own. According to Guthrie and Wigfield (2000), reading motivation is defined as "...the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading". Since it deals with individual goals, values, and beliefs, reading motivation can be different from one person to another. The students that are highly motivated will actively read to enjoy and share what they have read, which can help them become skillful readers. Students who are skillful readers will be successful learners. Therefore, reading and motivation are essential for language learning.

Self-Determination Theory

SDT is a theory of motivation. In SDT, there are different types of motivation according to a person's level of self-

determination which reflects the quality of motivation. First, *Intrinsic Motivation* (IM) is when people do an activity because they enjoy and are interested. In the case of reading, it can mean that the students read because they enjoy it, and they have spontaneous interest in reading. According to Ryan & Deci (2000), IM is the prototype of fully autonomous or self-determined behavior, and it represents the most optimal type of motivation. One has autonomous motivation is when they fully endorse a behavior and experience volition and choice (Deci 2000). So, when someone has the willingness to do something for the enjoyment, they have an autonomous motivation. It is used to satisfy people's basic psychological needs for autonomy, competence, and relatedness, which are the same psychological needs of learners (Ryan & Deci, 2000).

The second is *Extrinsic Motivation* (henceforth EM). There are four types of EM: (1) *Identified Regulation* (IR) happens when people read because they have the reasons such as because they know or can identify the value of reading ("I read because reading is good for me"), but IR is more autonomous than the other type of extrinsic motivation; (2) *External Regulation* (ER) happens when someone has to do something to obtain a reward or to avoid punishment or when the students study for an examination to get good grades or to avoid being ridiculed by their friends as incompetent. However, in ER, the students do not probably

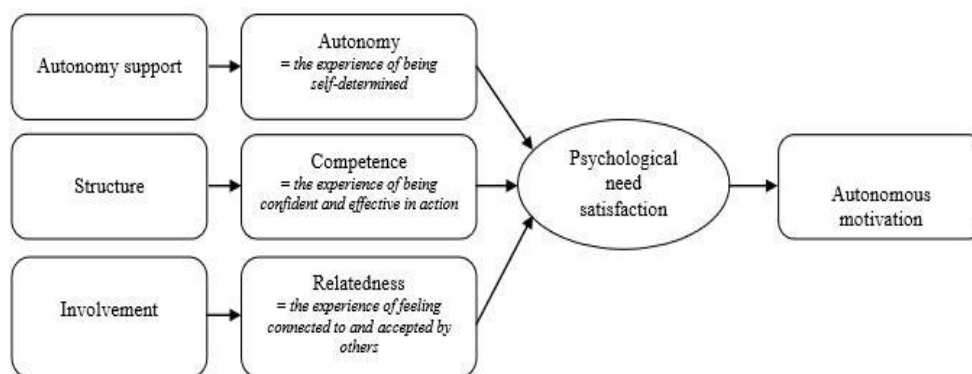


Figure 1. Teaching dimensions supporting students' basic psychological needs and hence encouraging autonomous motivation (SDT; based on Reeve, 2009)

seek out additional information on the topic when the examination is finished. So, ER comes when someone gets pressure from others. ER is the least autonomous type of extrinsic motivation; (3) *Introjected Regulation* is unlike ER; the pressure does not come only from the external factors but also from internal feelings such as guilt, shame or pride, so it is called introjected regulation. For instance, when a student reads, they may feel that they are good students; (4) *Integrated Regulation* occurs when IR is congruent with other values and needs.

A teacher can put SDT principles into classroom practice (Figure 1).

Autonomy support

Autonomy support is the teachers' behaviors which facilitate student's learning to improve their motivation in order to have a higher competence. To support the students' autonomy, the teacher should facilitate them by giving choices in the classroom activities. When the teacher supports the students with the autonomy, it can enhance their motivation and learning. There are some strategies that teachers can use to support the autonomy i.e. giving students age-appropriate choices, recognizing and connecting with students' interests, offering rationales, taking students' perspectives, and providing students with opportunities to take initiatives during learning activities (Reeve, 2002; Sierens, 2010; Skinner & Belmont, 1993).

Autonomy support has a lot of influences on student's autonomous motivation such as encouraging them to be more active in classroom activities. These activities can lead the students to be self-determined and help them attain the best result of their independence.

Structure

The next teaching dimension to provide students' competence is *structure*. The need for competence refers to the experience of effectively enacted behavior. The strategies that can be used by the teacher are communicating expectations, responding consistently, providing optimal challenges, offering help and support, and providing positive feedback (Reeve, 2002; Sierens, 2010; Skinner & Belmont, 1993).

Previous studies indicate that structuring by providing optimal challenges and providing positive feedback is positively associated with volitional or autonomous motivation (Mouratadis et al., 2008; Vallerand & Reid, 1984, cited in De Naeghel et al., 2014 p.85).

Involvement

The last teaching dimension to pursue student's need for relatedness is involvement. Relatedness is defined as a feeling of being in relation to others in a social context (Ryan & Deci, 2002). Niemiec and Ryan (2009) suggested that "strategies for enhancing relatedness include conveying warmth, caring, and respect for students". In addition, the need for relatedness concerns with the students' feeling that the teacher likes, respects, and values them as their students. When the students have such relatedness, they will be likely to involve more in learning because they feel relaxed. This is different from what happens to those who feel disconnected or rejected by the teacher.

Deci and Ryan (2000) suggest that when the teachers apply these three teaching dimensions, the students become self-determined and able to be intrinsically motivated to pursue the things that interest them. Therefore, the self-determination theory is a very useful reference to explore and elaborate how teachers specifically encourage autonomous reading motivation in their classrooms.

RESEARCH DESIGN

This research is a case study using data triangulation to investigate the strategies used by the teacher to promote autonomous reading motivation in teaching reading in the Twelfth Grade at SMKN 1 Batu majoring in Hotel Accommodation.

The data were gathered using observation, interview, and questionnaires for the triangulation which were developed based on SDT. There are two questionnaires; (1) Teacher as a Social Context Questionnaire (TASC) adapted from Belmont, et al., (1988), which was aimed to know students' perception on Teacher's Social Context in the classroom;

(2) Self Regulation Questionnaire (SRQ) adapted from De Naeghel, et al., (2012), which was aimed to measure students' autonomous motivation in the academic context. These questionnaires were used to support the findings related to the teacher's strategies to promote autonomous reading motivation in the classrooms.

All the data were analyzed using three phases, namely (1) data reduction, (2) data display & (3) conclusion, applying qualitative and quantitative data analysis by Miles and Huberman (1994). Since the data triangulation involved questionnaire inquiry, the result of the data analysis was not only in the form of analytical description but also in numerical data.

RESULT AND DISCUSSION

Result

Data were presented in two parts, i.e. (1) teacher's strategies to promote student's autonomous reading motivation in the Twelfth Grade at SMKN 1 Batu majoring in Hotel Accommodation; (2) student's perception of teaching dimensions and student's autonomous reading motivation.

Teacher's Strategies

Autonomy Support

The teacher implemented the strategies to facilitate students' autonomy, i.e. providing choices, motivating the students to take initiatives, fitting interest, offering rationales, and taking students' perspective.

In providing various reading materials, the teacher provides different types of the questions and puts different codes for different types, such as V for Vocabulary, R for Reading comprehension, E for Error analysis and C for Cloze text. The students can choose the types of questions they would like to answer, which means that the students use their own initiative.

After they answer the questions, they should check the answers using their self-made answer key themselves. If the students reach the standard score or the mean score, the teacher rewards them to motivate and attract the student's interest in the classroom activities.

Even though the classroom activities require the students' independence, the teacher has also to play her role in motivating them to read more, so that she needs to design the activities in such a way to improve the students' independence in reading. The teacher should tell the students about the importance and the goals of reading before they start reading independently and choose the questions. It is expected that Independent Study can improve students' reading habit and motivation. It means that the teacher really concerns with the students' reading skills and how students utilize the implementations in the future, such as national examination.

Structure

Concerning the *structure*, the teacher implemented strategies to accommodate the students' initiatives and boost their confidence in Independent Study by listening to their expectations, offering help and support, providing challenging activities and providing positive feedbacks.

Table 1. Students' perception of teaching dimensions and students' autonomous reading motivation

| A. Students Perception of Teaching Dimension | Average |
|--|---------|
| Autonomy Support | 61% |
| Structure | 73% |
| Involvement | 64% |
| B. Autonomous Reading Motivation | 72% |

The teacher showed them the importance and goal of Independent study to make the students be independent readers. She gave the students the instructions and answered the students' questions. As the teacher gave feedbacks, she had to consider how to minimize the students' problems and assist them to solve the problems. This suggests that she is concerned with the students' development and difficulties in Independent Study.

In Independent Study, the teacher also gave the students challenging activities such as activities that required a lot of knowledge on vocabulary. Various questions and materials were parts of challenging activities. This is to make the students feel challenged to show their ability. The last implementation of the challenging activities was when the students should meet the standard score or mean score to get the teacher's reward.

When the teacher checked and rechecked the students' progress report, the teacher said that some of them had improved. So, if the other students wanted to have the same progress, they had to work more seriously. By having challenging activities, feedbacks and helps the students can improve their motivation to read independently and might improve their competence.

Involvement

The learning environment was really supporting the students to read independently. It could be seen from all the activities provided by the teacher. The students were very enthusiastic to answer the questions. The students were allowed to choose from various reading materials. Then, the teacher rewarded the students who met the standard score. This would trigger students' motivation and active participation.

The other aspect that needs to be discussed is the teacher's role and relationship with the students. In the independent study, the teacher was rarely involved with the students. The teacher only acted as the supervisor who signed and scored progress report. This helped the students be independent readers.

Students' Perceptions of Teaching Dimension and Students' Autonomous Reading Motivation

Based on data from TASC questionnaire for the *autonomy support* which covers choices, control, respect, and relevance, in average, the *autonomy support* of the English teacher was 61%. This means that most of the students agreed that the teacher supported their autonomy in the classroom. Then, for the *structure* consisting of contingency, expectations, help and support, and monitoring, the average teacher's *structure* was 73%. It showed that the teacher really facilitated students to be competent and confident in their ability to learn. Finally, for the teacher's affection, attunement, the dedication of resources and dependability, the average involvement was 64%. For the involvement, it can be assumed that the teacher had a good relationship with the students.

For the students' autonomous reading motivation based on SRQ, the table showed that the average of the students' autonomous reading motivation was 72%. The autonomous reading motivation from SRQ covers two types of motivations- Intrinsic Motivation (IM) as reflected in SRQ items number 1-5 (reading is enjoyable, fascinating, fun and interesting) and Extrinsic Motivation shown by Identified Regulation (IR) number 6-8 (reading is meaningful, useful and important).

Discussion

Teacher's Strategies

Autonomy Support

Autonomy support is the teacher's behavior that facilitates the students to become autonomous or independent. It means that the teacher encourages the students to work on their own, with less control from the teacher. The teacher applied some strategies, i.e. (1) making the students take initiatives, (2) providing choices, (3) fitting interests, (4) offering rationales and (5) taking students' perspectives.

In the *autonomy support*, the teacher should make the students take initiative on their own.

Autonomy support represents acts of instruction to identify, nurture, and develop students' inner motivational resources such as their interest, preference, goals and psychological needs (Assor et al., 2000, cited in Kaplan 2012 p.2 and Reeve, 2006). Referring to the findings, the English teacher of the Twelfth Grade of SMKN 1 Batu majoring in Hospitality Management class 3 has autonomy supportive teaching style. Giving students time to work independently is an autonomy-supportive behavior that promotes students' independence in learning.

Related with the autonomy supportive teaching, this study found that the teacher provides alternative activities. The teacher gave the students various reading materials and feedbacks. This activity can create an opportunity for the students to work independently. According to Reeve & Jang (2006), the teacher should provide the students with autonomy through involvement activities which allow them to take part in order for the activities to be a success.

To increase the students' motivation in reading, the teacher gave the reward. Motivation is an important basis for learning. By giving rewards, the teacher gives the students a reason to learn and it is a part of EM. EM refers to behaviors performed to obtain some outcome separable from the activity itself (Ryan & Deci, 2000). When one does something to obtain a reward, it is called ER and it is the least autonomous type of EM. Meanwhile introjected means when someone does something to avoid guilt or to keep their pride. So, the difference is the extrinsic comes from the outside and the introjected comes from the persons themselves. To sum up, EM is essential for the students' self-initiation and engagement in the activities that are not inherently enjoyable or interesting.

Then, the teacher clearly explained to the students why she taught certain topics. The teacher also told the students about the importance and the purpose of reading independently. It aims to raise students' willingness to read and realize what they need. This activity is the evidence that the teacher explained the

rationales. According to Skinner and Belmont (1993), students' autonomy is encouraged by the offer of independent study rationales.

As the summary of the *autonomy support*, the teacher should acknowledge the student's perspective or experience, by designing the activities that can trigger students' autonomy and interest in reading. As stated by Reeve (2002) one of the strategies to support students' autonomy in the classroom is by taking the students' perspective.

Structure

This dimension facilitates students to be more confident and competent. It refers to the extent to which teachers help the students perceive strong and reliable associations between why they do in class (behaviors) and the result (outcomes) (Skinner, 1996). It means that the students' behavior in the classroom would impact on their result. In the *structure* teaching dimension, the teacher applied some strategies: (1) communicating expectation, (2) Providing optimal challenges, (3) providing positive feedbacks, and (4) offering helps and support.

Based on the findings, the English teacher helped the students improve their competence by giving them the instructions on how they do independent reading. According to Ryan and Niemic (2009), "Students' competence can be supported by educators' introducing learning activities that are optimally challenging, thereby allowing students to test and to expand their academic capabilities".

The teacher also used challenging activities such as various materials and setting the standard scores if the students wanted to get rewards. This kind of activities let the students try and improve their capability, especially in reading.

Next, the teacher gave feedbacks on their progress report. Students' progress report is the evidence that the teacher monitored the students. Ryan (2000) defines that it is important for the teacher to provide the students with the appropriate tools and feedbacks to promote students' success.

Involvement

The teaching dimension of involvement is associated with the need for relatedness (Reeve et al., 2004; Skinner & Belmont, 1993). Based on the findings of the study, the students and teacher have a good relationship. The environment supports their independence and the atmosphere is fun. Related with the independent study, the teacher does not really involve in the activities, because her role is just as a supervisor. It does not mean that the students feel disconnected or rejected. The reason is that the independent study would help the students to prepare for the national examination. Therefore, the teacher used independent study as the practice to drill them to be an independent reader.

Based on the explanation above, the researcher concludes that the teacher has three teaching dimensions based on the self-determination theory. In the *autonomy support*, the teacher provides choices in some of the activities, fitting interest, offering rationales by explaining them the goals of reading independently and make the students take an initiative in their learning. In terms of *structure*, the teacher communicated her expectations by providing optimal challenges and offering help and support. Lastly, in the independent study, the teacher did not really get involved in the activities. However, the students and the teacher still maintained a good relationship.

To sum up, three teaching dimensions are used to fulfill the need for autonomy, competence, and relatedness of the students to promote students' autonomous reading motivation.

Students' Perception of Teaching Dimensions and Students' Autonomous Reading Motivation

According to the students, the teacher facilitates the student's autonomy by giving choices for the activities in which they can take initiatives. The teacher has autonomy-supportive teaching that can be seen when the teacher takes and prioritizes the students' opinions. This kind of activities helps to build the students' independence in learning.

Based on the students' responses, the teacher paid a higher attention to their competence compared to *autonomy support* (see Table 1, element A number 2). The teacher told them about her expectations in the classroom activities to make them confident about their skills. Therefore, the students value the activities they can actually understand and master.

In addition to the needs for autonomy and competence, SDT posits satisfaction of the need for relatedness to process the relationship between the students and the teacher. According to the students, they have a good relationship with the teacher, although there were more students that approved more on the *autonomy support* and *structure* (Table 1, element A number 3). Relatedness is deeply associated with a students' feeling that the teacher genuinely likes, respects and values them.

To sum up, the researcher concludes that the teacher facilitates the students' need for autonomy, relatedness, and competence. The classroom context that supports satisfaction of autonomy, competence, and relatedness, students tend to be more intrinsically motivated.

Based on the results of SRQ (Table 1, element B10), the students are highly motivated intrinsically and extrinsically context. Students are intrinsically motivated in reading, which can be seen from the students' responses. They agreed that reading is fascinating, fun and interesting, meaning that they have IM. According to Ryan and Deci (2000), IM is the prototype and the most optimal types of autonomous motivation. IM is also used to satisfy students' basic psychological need of autonomy, competence, and relatedness. This type of motivation will improve the students' positive learning outcomes in the classroom.

The students are also extrinsically motivated in reading both IR and ER, that can be seen from the student's responses to SRQ. Most of the students said that they know and realize that reading is a meaningful, useful and important activity. All of those characteristics refers to IR, the most autonomous type of EM. IR happens when the students read because

they realize reading is important and they know the values of reading.

ER is drawn from the result of the observation and interview on the teacher's strategies, that the teacher triggers students' ER which also the types of EM. It is shown when the teacher gave the students reward. ER happens when one does something to obtain a reward or avoid punishment. Even though ER is one out of four types of EM, it is useful to increase students' motivation, to make the students take initiatives in the classroom practice and also to make the activities enjoyable.

Based on the explanation above, the researcher concluded that the students have both types of motivation, which are IM and EM. Those types of motivation can be combined to improve students' motivation. As stated by Corpus and Iyengar (2005, cited in Ratelle et al., 2007, p. 735) having developed both intrinsic and extrinsic that can be adaptive for the students, they will not only seek enjoyable activities but will also be attuned to the inevitable extrinsic outcomes associated with these activities. It means that the students do not only enjoy reading but also know the values and the importance of reading.

Therefore, it is true that the SDT can be used as a general guideline or teaching dimensions to facilitate autonomous motivation (Ryan & Deci, 2000). These teaching dimensions of *autonomy support*, *structure*, and *involvement* can be used as critical strategies to promote autonomous reading motivation in the classroom practice. However, the teacher can use SDT and make their own reading activities more supportive for teaching reading by applying SDT teaching dimensions.

In sum, this study points that the theoretical framework of SDT teaching dimensions to elaborate and identify the teacher's strategies in encouraging the students' reading motivation in the classroom is effective. Therefore, the identified strategies of the teacher under the research are valuable as tools for reflection for the other teachers in promoting students' autonomous reading motivation.

CONCLUSION AND SUGGESTION

Based on the study findings and discussion, the researcher concludes that the strategies used in Independent Study by the teacher to promote students' autonomous reading motivation and student's independence in reading are effective to trigger students' IM and EM as reflected in both questionnaires.

The strategies cover three teaching dimensions: *autonomy support*, *structure*, and *involvement*. The strategies used by the teacher in the *autonomy support* are providing choices of the activities by giving the students the opportunity to choose various questions and materials based on their interest. Then, the teacher encourages students' interest by giving them reward if they meet the standard score. The teacher also told the students' the importance and the goals of independent reading before they started the lesson, which is a part of offering the rationales. The teacher also provides them with the activities that independent reading. All of the activities used by the teacher are to make the students interested in the learning process. It means that the teacher also considers the students' perspective. Second, the strategies that the teacher used in *structure* teaching dimension are telling the students the purpose and steps before doing the independent study and then giving the students challenging activities. The teacher also offers help and feedbacks. Also, the environment supports the students to read independently as the teachers' role is only as a supervisor.

Through data triangulation, it is found that students' perception of teacher's teaching dimensions is good as seen in Table 1. To validate the effectiveness of the teacher's strategies, this study also measures students' autonomous reading motivation, which includes IM and two types of EM; (1) IR as reflected from the Self-Regulation Questionnaire, and (2) ER as reflected from the observation and interview result.

Based on the result of the study, the researcher gives some suggestions. English teachers can use the strategies to increase students' motivation not only extrinsically but also intrinsically in reading because the autonomous

reading motivation encourages students' independence and interest in reading. For the future researcher, it is suggested that they may do research in terms of the strategies to promote students' inner motivation in reading whether it relates to the academic context or outside the classroom (recreational). Therefore, the result will be more useful in a wider context.

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