Students' Motivation in Reading Online Sources in Moodle at English Study Program in Jambi

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Abstract—**Motivation is the most influence factor in doing the activities especially in reading activity. Motivation consists of two categories such as intrinsic motivation and extrinsic motivation. One of the tools for motivating students is Moodle when learning English in reading activity. This study aim at investigating students' motivation in Reading online in Moodle in Jambi University whom were fourth semester in English Study Program in this study. This study employs case study approach and qualitative research design, using a demographic questionnaire, interview protocol as main instrument and document collection as supplementary instrument. Based on the Finding and discussion, it was found found that English students' have challenges in reading online sources in moodle and their reading competence after having Moodle in reading class. The result of the study shows that students' have higher extrinsic motivation than intrinsic motivation. It was affected students' low instrinsic motivation. Although, they got low motivation in reading, they believed that moodle gave impact on students' vocabulary mastery in reading online sources in Moodle.**

Keywords—Moodle; motivation; reading online sources

I. INTRODUCTION

There are some classes in English education study program which has used online learning such as MOODLE but learners are still unclear about their motivation after they have used MOODLE in reading class. Therefore, the researcher chooses this topic to be his research to investigate the students' motivation in reading online sources in MOODLE between intrinsic motivation and extrinsic motivation and the researcher wants to know how MOODLE can motivate students in the following reading class. In this case, one of a reinforcement that teachers can do is to use technology device to create interesting learning environtments in language learning [1].

Meanwhile, using ICT in language teaching with the development of digital technologies over the past decades, the possibilities for learning and teaching languages have changed drammatically, and most of ICT tools allow for a more learner-centred approach and an increased focus on interaction among students and between students and teachers [2].

Therefore, the use of technology device can be alternative in problem solving in language teaching. One of the internet software which can be focused on interaction among students and teacher are MOODLE. MOODLE is designed to support social constructivist pedagogy and gives a teacher's best tool to manage and promote learning by creating online instruction for various subjects including English. This system implements structured forms of reading and writing activities which promote the guided use within the course. On other hand, Dougjamas denote that the activity of reading is very crucial of learning on the internet. As Setsuko Mori laments, very little is known about how the types of motivation in reading in a foreign language actually impacts the classroom in practical in his findings of his study and also the findings of his study does not elaborate whether students as either motivated or not motivated to read, and the researcher elaborated one unanswered question [3], such as the following:

What kinds of motivation do the third semester students of English Study Education Study Program have in reading online sources in MOODLE?

II. REVIEW OF LITERATURE

A. Motivation in Reading Comprehension

According to Wigfield and Guthrie there are three categories L1 motivation in reading [4]. One of the theories Wigfield and Guthrie reffered to was an influential model of motivation in mainstream psychology of known as *expectancy-value theory* [3]. Accoding to Eccles "achievement behavior is figured out by two parts: expectancy success in a given task and the value of the individual connects with success in the task" [3].

In addition, there are some theories from experts about motivational theories which has been influenced Wigfield and Guthrie to make three category motivation in reading. Accoding to Schunk "Self efficacy theory is defined as an individual" assesment of their capacity to arrange and carry out courses of action" [3]. Secondly, Karvosky denote that achievement goals more focused on how important achievement of different task [3]. And then, according to Deci, " Intrinsic motivation are motivation which makes someone to do a task based on their willing themselves." Whereas, "Extrinsic motivation is caused by number of outside factors" [1].

Therefore, Wighfield and Guthrie using these motivational theories as reference points to divide L1

reading motivation into the following three categories [4], which entail 11sub-components:

Based on the three categories of reading aspects, the researcher chooses competence and reading competence which consist of reading efficacy, reading challenge, and reading work avoidance. Whereas, achievement values and goals category which consist of intrinsic motivation and extrinsic motivation to support his research.

The first category concerns an individual's sense of efficacy and beliefs about their ability, and consists of Reading Efficacy, Reading Challenge and Reading Work Avoidance. According to Wigfield and Guthrie [4]:

- Reading efficacy refers to an individual' assessment of their capacity in reading to arrange and carry out courses of action.

- Reading Challenge refers to the satisfaction of understanding complicated ideas in a text.

- Reading work avoidance refers to aspects of reading the informer dislike.

In other hand the researcher also involves the second category on the table are achievement values and goals. Then, achievement values and goals has derived into two parts: intrinsic motivation and extrinsic motivation [6].

Intrinsic motivation consist of three components in reading such as:

- According to Schiegele, "reading curiousity refers to desire to learn certain idea and is related to work on reading interest" [7].

- According to Schallert and Reeds' work, "reading involvement refers to the enjoyment involved with different kind of texts" [8].

- Importance of reading refers to people realize what are benefits after they have read something.

Extrinsic motivation consist of three components in reading such as:

- Competition in reading refers to an individual try to outside perform others in reading [3].

Wigfield and Guthrie [4] denote that:

- "Reading recognition is related with real forms of recognition such as teacher or peer approval".

- Reading for grades is related mainly with the teacher's assessment of learners' reading performance [3].

The last category consists of social reasons for reading and reading compliance, based on assumption that reading can be a social activity in a way that children often read in social setting and thus, read to achieve social goals. Social reasons for reading are focused on the process in which children share the meanings of the text with significant others. Whereas, reading compliance refers to the kind of reading required by the teacher [3].

B. ICT in English Teaching

In the chapter, "The using technology in the age of a lab language in language classroom". The author notes that by the mid 1950s until the mid 1960s the students felt the benefit of technology in a listening lab in the language classroom. However, there is disadvantage of technology in the language classroom. One of disadvantage is students do not be able to communicate like native speaker in listening class. Meanwhile, in the 1980s functions of technology appeared are felt by some teachers in the language classroom. There are three benefits that appeared is felt by some teachers in the language classroom such as linguistic input and output, feedback, and a locale for student's collaboration interactivity and feel fun [9].

C. MOODLE

MOODLE, abbreviated of "Modular Object-Oriented Dynamic Learning Environment'', is a digital object to manage and supply online materials for educators. It was created as a Course Management System by Martin Doughjamas in the 90s' when he was a webmaster. MOODLE is planned to help socio constructivist pedagogy and essentially gives teachers a best device to fulfill and offer learning by creating online instruction for various subjects including English. This system implements structured forms of reading and writing activities which offer the guided use within the course. Based on many definitions in above, it can be defined that MOODLE is a web system that provide online materials for teachers and to assist the teacher for monitoring how far students open the material of subjects.

D. The Benefits and Restrictions of MOODLE

The use of Moodle as a teaching media also has some benefits and restrictions. It is admirable for the teachers think about several perspectives before using Moodle in teaching reading in relation with their facilities and difficulties [10].

Related to the use of Moodle in teaching reading comprehension, according to Petrina elaborations a number of advantages of using Moodle [11]. Firstly, Moodle supplies opportunities for students to interact with others asynchronous and synchronous communication devices and connect through activities and quizzes that also supply direct feedback and set up social activities. Secondly, learners can connect with the course content thought activities, with the other learners through forum, wikis, and chats.

On the contrary, Moodle also has restrictions in English teaching and learning. Firstly, using Moodle efficiently requires teachers to be well computer educated before its implementation in the classroom. Secondly, the use of Moodle has problem in limited computer facilities in the class.

E. Related Previous Study

Firstly, Wu state that the possible technical difficulties pedagogical challenges that the teachers of English writing when they would like to use Moodle in the collegiate writing classes [12]. This framework conducted in Teachers of Chung Hua University in Taiwan. The participants consist of three teachers. The researcher did observation as the technique to collect in the data. In brief of this study showed that teacher

response challenges the application of Moodle in collegiate writing. For an example, it happened when the teachers could not read their own comment of the grade is given and the feedback is sent to students.

Secondly, Knutzen and Kennedy studied about how social engagement in an Online Learning Environment (OLE) can transform teachers of their own pedagogical practices [13]. This framework conducted in teachers of American International School in Hongkong. The participants consist of five teachers an American International School. The researcher did interview as the technique to collect in the data. Based on the finding in their study showed that teachers with more teaching experience may have more confidence to use OLEs in a constructivist way.

Thirdly, Hsin Chou Huang studied about how reading online affects English Foreign language learner motivation [14]. This study concludes that reading use e-book had positive effect on students' motivations for reading in terms of several dimension: reading efficacy, challenge, curiosity, involvement, reading for grades, and integrative criterion. It can be seen based on his research. He found that Overall, students' motivation to read English-language texts increased during the course of this e-book reading project. There was an increase for all three proficiency groups in 6 of the questionnaire's 9 dimensions: reading efficacy challenge, curiosity, involvement, reading for grades and integrative orientation. The researcher found the positive motivational change encouraging compared with Apple's study, in which students' motivational change was not significant after extensively reading English texts.

Fourth, Wigfield and Guthrie studied about exploring different aspects of children's reading motivation and how children's motivation related to the amount and breadth of their reading [4]. This framework conducted in an elementary school in a mid-Atlantic state. The participants consist of one hundred five from Grade 4 and 5 children. The researcher used diary and questionnaires as the technique to collect in the data. Based on their study showed that Older children (fifth graders) were less positively motivated on some of the motivation scales than were the fourth graders, although these differences occurred only in the fall. The mean level of children's responses to the different aspects of reading motivation also did not change over time. Therefore, overall there were few grade or time-related differences in children's reading motivation and girls generally showing more positive motivation for reading (although there were fewer differences between boys and girls at the spring time of measurement).

In addition, Jayanti studied about English students' perception toward the use of Moodle in learning English at Jambi University [15]. This framework conducted in English students that have used Moodle in the class. The researcher used questionnaires as the technique to collect in data. Based on Jayanti found that students generally have positive perception towards the use of Moodle in learning English. It was proven by their responses in the most items of the questionnaire. Most of them agreed that Moodle provides interesting English reading and writing activity in learning process. Furthermore, English students agreed that Moodle was useful, easy to access and easy to use. Then, Moodle motivated

English students to learn English and practice their English skills. Then, English students hope all of English subjects is taught by the lecturer and supported by Moodle. However, the internet connection is one of the big problems that the student faced in using Moodle.

Overall this study has the same topic with these five related studies. The differences between the present study and other studies can be attributed some reasons. Firstly, in the previous study is to know how Moodle can be effectively used in collegiate writing classroom. Secondly, in this study describe about perspective of teachers which has used online language environment in their class. Thirdly, in this study showed that reading use e-book had positive effect on students' motivation. Fourth, in this study showed that girls are generally has strong motivation in reading than boy's motivation in reading. Fifth, in this study showed that students' perception towards the use of Moodle in English class. The result from the researcher showed that students have positive perceptions toward the use of Moodle in learning English and English students agreed that Moodle was useful, easy to access and easy to use. Therefore, the result of her research has influenced me to gain deeply especially students' motivation in reading online sources in Moodle at English Study program.

III. RESEARCH DESIGN

A. Research Design

In this study the researcher used qualitative method with case study approach use to investigate students' motivation in reading online sources in Moodle. The researcher identified intrinsic and extrinsic motivation students' from English Study Program in Jambi University in one program. They are the students who have ever used Moodle in reading class, however it was limited to students who have an experience toward the use of Moodle in the reading online. The subject of this study was done by students in the fourth semester in English study program at Jambi University, there were eight students. The participant used Moodle in reading for academic purposes class. In this research, the researcher planned to investigate twelve students as participants. However, when the researcher took the data, there were only eight students willing to participate in this research. Whereas, to do selection of subjects the researcher used total variant. Total variant denoted that the researcher took in selecting of the subjects was tried from different group, those are "Lazy students" and "Studious students". They were 2 male students and 6 female students.

B. Research Instrument

In this study, the researcher used demographic survey, document, and interview. Demographic survey consists of age, gender, level of education, academic year, and some questions about the interesting of this topic "Students' Motivation in Reading Online Sources in Moodle". It is eliciting personal and biographical data. Firstly, the researcher used the interviews as the instrument for data collection especially using unstructured interview. Type of the interview was open-ended questionnaire containing 19 questions. Questions included content related students' motivation in reading online sources in Moodle at the

fourth semester students at English study program which encompassed such as motivation in reading online, benefits in reading online sources, willingness to read online sources in Moodle, competition in reading online sources in Moodle, challenges in reading online sources in Moodle, and endeavor challenging in reading online sources in Moodle. Finally, the questions will also involve experience in using Moodle and reading competence, activities in reading online sources in Moodle, topic of reading online sources in Moodle and content of reading online in Moodle. In addition, the researcher also used document analysis of using Moodle in reading class to support the data deeper. This study investigated students experienced in using Moodle for reading academic purpose class in semester three. However, the data were collected in the next semester, that is semester fourth, academic 2014/2015.

IV. FINDINGS

For the interview, each participant was interviewed about thirteen minutes. The researcher found out challenge to meet them because of their activities and also have problems with their time of allocation for interviewing. Whereas, document collection is only used for supporting data to see students' record of activities in reading online sources in Moodle. Actually, there was two main themes regarding with kinds of students' motivation in reading online sources in Moodle. Five subthemes were obtained from the participants' responses about kinds of students' motivation in reading online sources in Moodle as written in one research question. Within students' motivation in reading online sources in Moodle, they five subthemes found related to one research question. Five subthemes encompass willingness to enrich vocabulary, ease of access, availability of interesting features, score achievement competition, and academic purpose.

A. Discussions

Majority of participants have got problems in using Moodle to read online sources. The problems were such as internet connection, internet data, and error password. But, they have strategy to face challenging in using Moodle to read online sources were such as go to internet café, look for internet connection, ask for helping friend, and directly communicate with the lecture. Moreover, problem in reading online sources, they have in common strategy to face challenging in reading and using Moodle. Although they have strategy to face challenging in reading online sources in Moodle but the problem in using Moodle in reading class has made them anxiety in their reading ability and it made their activities in reading disrupt flow. In this case, it can be assumed that the challenge and skill has relationship with their motivation to open reading online sources Moodle based on their willingness.

In other hand, they are seldom to open Moodle based on their willingness. In this case, it can happen such as they are going to open Moodle if there is an assignment, they did not believe that if Moodle can improve their ability in reading, partial of them less interest topic of reading and too difficult vocabulary in reading online sources in Moodle. Besides, the lecture has encouraged their motivation to open reading Moodle by using score achievement competition, glossary, and

forum discussion. But, the challenge in using Moodle has caused their activities in reading to be disturbed.

Thus, majority of students' motivation tend to extrinsic motivation than intrinsic motivation. It is caused by challenging in using Moodle which make them anxiety, if Moodle can improve their ability in reading. Based on the result of this research, the researcher concludes that extrinsic motivation can be assumed as temporary motivation. Whereas, intrinsic motivation can be assumed that as true motivation. Therefore, it can be assumed that students' are low motivation in reading online sources in Moodle.

V. CONCLUSION AND SUGGESTION

A. Conclusion

In this research, the purposes that want to be achieved was to investigate kinds of students' motivation in reading online sources in Moodle and to find out what are their expectation after using Moodle in reading class. The result indicated that mostly of students has high extrinsic motivation than intrinsic motivation in reading online sources in Moodle. Students' Intrinsic motivation is low motivation. It is caused by challenging in using Moodle when they wanted to read online sources in Moodle and their anxiety ability in reading. Although, they have low intrinsic motivation but they realize that Moodle has some advantages such as add vocabulary and add knowledge about reading.

Also, in this research displayed their expectation toward after using Moodle in reading class that help the researcher find out students' motivation in using Moodle in reading class.

B. Suggestion

In this research, the students are at English Study Program has kinds of motivation in reading online sources in Moodle. Here, the researcher suggests some recommendation for the students, and the lecturer.

- For students, Students has to grow up curiosity in reading, can think that reading has many benefits for their life in the future and don't be embarrassed to ask the lecturer or friends if there is a problem in reading online sources in Moodle.

- For the lecturer, the lecture should know the learners' style, ask their difficulties in reading online in the Moodle to know their challenge in reading online in Moodle, and the lecture should look for alternative as soon as possible if Moodle has error problem. It is done to avoid the same problem in reading online sources in Moodle.

Furthermore, for the other researcher who is interested in conducting the other research but in the same scope, it will be better to gain more in deep information about students' problem in reading online sources in Moodle related to students' motivation in reading online sources in Moodle. Finally, this research on students' motivation in reading online sources in Moodle could also be extended outside the college, it is considered that language learning takes place elsewhere, too.

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