

TEACHERS' INVOLVEMENT AND RECOGNITION FOR INFLUENCING EFL STUDENTS' READING MOTIVATION IN ONLINE LEARNING CONTEXT: A QUALITATIVE CASE STUDY

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Abstract

The sudden transition of the learning environment during the COVID-19 outbreak had driven the educational field to be online learning. The novel environment with a lack of preparation influence EFL students reading motivation. Reading is an essential skill for language learning, especially in the non-English-speaking country. Considered the importance of reading motivation for students. The aim of this study were to find out the type of reading motivation among the EFL students in online learning context. The study used a qualitative case study method. The semi-structured interview, questionnaire and observation conducted in this study. The MREQ (Motivation for Reading English Questionnaire) proposed by previous research, namely Komiyama 2013, was distributed for 31 participants students at MAN 2 Batam in twelfth-grade of language major. Finally, type of reading motivation found in online learning are curiosity, involvement, recognition and compliance which mean that students are extrinsically motivated to read during the online learning. However, it was found that the most factors influencing students' motivation in online learning contexts is teachers' involvement and recognition. This is proved by the result of questionnaire which shows that more than 50% students chose very agree that both of them improve their motivation in the class.

Keywords : online learning, reading, reading motivation

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INTRODUCTION

Through reading, students paved the way to improve their language and experience competence. They are obtaining new information and ideas and being able to know what they do not know before. Reading is helpful for language acquisition, provided that students more or less understand what they read. The more EFL students read, the better they get at information and ideas as well as the language acquisition. In the EFL context, teaching reading has unique challenges due to English does not use daily. Teaching reading for EFL students need more effort since the teacher's main task is to increase an adequate

linguistic background based on their needs, interest, and level of understanding before attempting any reading activities. Some researchers discussed that students do not read their textbooks even though they know their usefulness (Salikin et al., 2017b).

Since reading is an essential skill in the language learning process, it is necessary to map the EFL learners' reading motivation and improve their reading comprehension skills. One way to improve it is to raise awareness and willingness to participate in reading material called reading motivation. Reading, on one level, is concerned with the skills and strategies needed to perform related tasks proficiently,

such as phonemic awareness, decoding skills, word recognition, vocabulary, and comprehension (Jahan Khan et al., 2017). On a different equally important level, they are reading concerned with motivation to thoroughly learn and be the foundation of the required skills and strategies (Wigfield et al., 1996). Komiyama (2013) points out that reading is positively related to motivation. Motivation encourages learners to read and obtain their objectives in language learning. As cited in Salikin et al. (2017) from (Mao, 2011), motivation is the combination of efforts and desire to achieve language learning purposes.

In 2020, the Covid-19 pandemic happened and disrupted normal activities worldwide, including learning and education. It pushed the educational field through online learning classes. The sudden transition of online education during the pandemic has led many studies to focus on perceived learning outcomes and student satisfaction. Many studies recognized the forceful way used in the shift towards online learning. However, researchers aware that online learning provided its advantages, such as self-pacing (Arkorful & Abaidoo, 2015), flexibility (Al-Adwan & Smedley, 2012), interactivity (Leszczyński et al., 2018; Wagner et al., 2008), and opportunities as cited in Adedoyin and Emrah (2020). According to (Manfuso, 2020), instructional activities' digital transformation offered the learning tools development opportunity. It provided a clear roadmap for educators to take advantage, and more likely online learning becomes a generally acceptable mode of teaching and learning. Research innovations are developing online education that the novel designs could appear to meet the latest online learning challenges are opportunities to seek research advancement (Adedoyin & Emrah, 2020). There is also a need for instructional technologies, most especially in online learning, to increase online learning participants' sudden increase even through forceful approaches.

The importance of motivation to the learning performances is included in online learning as it is a novel learning environment in teaching and learning, as discussed in (Baber, 2020). Motivation is an internal force that

pushes a person to take action or move toward a goal (Harmon-Jones et al., 2015). Students with high motivation will be more successful in the online environment than students with low motivation (Barbour & Reeves, 2009; Hsu et al., 2000) as motivation is associated with the idea of impetus or moved to take action (Ryan & Deci, 2000). (Dornyei, 2000) also stated that motivated people would pursue a positive activity, and this will lead to perform tasks, achieve a personal goal, or pass an academic subject better rather than unmotivated people. In the field of online learning classes, the researcher had experienced for two months teaching English for EFL students in Islamic State Senior High School (MAN) 2 Batam in order of field practice course in the seventh semester. Google meet, E-learning, and WhatsApp groups are used as the learning media, which means synchronized online classes. Students who asked to read aloud passages during the learning process lack motivation and fewer student volunteers to read. However, if the teacher asked a student by noticing the name, the student received it and read the passage briefly. It supports that online learning is a novel environment for them and influences their reading motivation. Besides, if students lack the motivation to read in the online classes, the outside course will be the same and impact their English learning. Considerable studies have been conducted related to the reading motivation and teaching strategies used in online classes.

There have been relatively few studies that employ Komiyama (2013) theory of reading motivation as the instrument to gain the data and map the reading motivation among foreign language learner (Ahmadi et al., 2013; Klæboe, 2020; Niazi & Zahid, 2019a; Pangestika, 2018; Salikin et al., 2017b; Zhao, 2016) among EFL students in offline learning. Kyaw and Tin (2020) investigated the learning environment that foster Grade 8 students' reading motivation and found that there was a significant relationship between learning environment for reading and students' reading motivation. The Reading Motivation Questionnaire (RMQ) proposed by (Wigfield et al., 1996) applied and revealed that physical learning environment was the best for reading motivation. In addition, Riadil (2020)

identify the encouragement of learners in reading activities to ensure classroom engagement in acquiring English as Foreign Language students and found that students wanted to read if only the material or the book is interesting and they get a compliment for their reading.

To know the type of reading motivation of students' in online learning will assist them get the most suitable learning and teaching strategies or to support them based on the updated learning approach through online learning. As cited in Sumanti and Muljani (2021) that students with high motivated to get self-efficacy need parents' involvement in learning English. Thus, the other study about the students' perceptions about the online learning during the COVID-19 Pandemic found that students perceived positively not only to online listening courses' method but also the difficulties of the method. It means they agreed that online listening courses could be beneficial in this pandemic condition, but they also still have several difficulties joining it (Nuraini & Widiati, 2021). Considering the importance of reading for English language acquisition, in this study will explore the type of reading motivation during the online learning to assist students faces the difficulties. The students were not ready for this sudden transition and novel environment of L2 teaching and learning. To fill the gap, EFL students' reading motivation through online learning was examined in this study. Thus, the research question of this study is what kind of factors that influence EFL reading motivation in online learning context?

METHOD

The present study explored EFL students' reading motivation and examines the teaching strategy used in EFL reading motivation through online learning in senior high school students; the method chosen was a qualitative with a case study research design. The setting of this study was at MAN 2 Batam. Students of 12 BBU from MAN 2 Batam, Kepulauan Riau, 2020/2021 were the primary participants of this study. In compiling the data, the researcher used three instruments. The instruments were adapted

questionnaires, semi-structured interviews, and observation. The interview was conducted to nine students to gain more in-depth information about kind of factors influencing their motivation to learn in online context in English language course. The observation was done twice in online English language course.

Then, for the questionnaire, it was adopted from the existing reading motivation questionnaire and adapted based on the characteristic subject of this study. The questionnaire used adopted and adapted MREQ (The Motivation for Reading in English Questionnaire) (Komiya, 2013). This MREQ uses the Likert scale, ranging from 1 to four responses ranges from "Very Different from Me" to "A lot like Me" since this is simple, flexible, and reliable (Dornyei, 2000). The questionnaire has translated to Indonesian to minimize misunderstanding among the participants. The students can choose one of four responses.

Here is the MREQ Questionnaire that are given to the participants of the study:

Table 1. The MREQ Questionnaire

No	Question	Classification
1.	I like reading English based passages to learn new things	Curiosity
2.	I like reading interesting topics in English	Curiosity
3.	I want to read difficult materials in English if the topic is interesting for me	Challenge
4.	I like reading English passage only the topic I love	Involvement
5.	It is difficult for me to stop reading English while the topic is interesting	Involvement
6.	I like when the topic of the English passages makes me think	Challenge
7.	I feel challenging while reading English passages	Challenge
8.	I really enjoy reading a good and long stories in English	Involvement
9.	If the task is interesting, I keep reading it even though it I in English	Challenge
10.	When the topic I read is interesting, I will forget times	Involvement

11.	I probably read English passages while my teachers or friends give me interesting topic	Curiosity
12.	I enjoy reading in English to know new news of world	Curiosity
13.	I will train myself to read English in order to be better than my friends	Competition
14.	I like being the only student who knows the answer of question from English passages that we read	Competition
15.	When I do my task to read English, I will put efforts to find the most correct answer rather than my friends'	Competition
16.	When I am reading English, I like to finish my tasks first before my friends	Competition
17.	I like it when my teachers and friends say that I can read English well	Recognition
18.	I will read more material in English, when there are my classmates who are better than me at reading English	Competition
19.	I am very happy when the teacher asked me to read in English out loud	Recognition
20.	I often think about my English reading skills is better than my classmates	Competition
21.	I am happy when I can answer the teacher's questions correctly	Recognition
22.	I love it when a friend asks about their reading assignments to me	Recognition
23.	I am happy when someone knows my ability in reading English	Recognition
24.	It is very important for me to complete English reading assignments on time	Compliance
25.	It is important for me to get good grades in English reading course	Grade
26.	I do reading assignments in English according to what ordered by the teachers	Compliance
27.	I always wait for my English reading course grades	Grade

28.	I read English to improve my grades	Grade
29.	When the English reading assignment is graded, I will try harder to complete	Grade
30.	I like to tell my friends about English material that I read	Social Sharing
31.	My friends and I like to share about what we read in English	Social Sharing
32.	I like talking to my friends about what I read in English	Social Sharing
33.	I like participating in class discussions about what I read in English	Social Sharing

Source: processed by the researcher (2022)

The data analysis of the study was conducted by using four steps. First is data reduction, where in this step the researcher summarized, chose the main thing, focused on relevant data and the irrelevant data is reduce. After data reduction, the researcher displayed the data, presented the questionnaire results, brief interview and observation. Then, the last step is researcher would draw the conclusion.

FINDINGS AND DISCUSSION

The finding obtained from the observation, semi-structure interviews, and questionnaire carried out with EFL students of MAN 2 Batam. The data then analyzed based on the research question which to find the type of reading motivation through online learning. The questionnaire was intended to answer the research questions which what type of reading motivation in foreign language learner of MAN 2 Batam through online learning. The data was conquered by distributing online MREQ (the motivation for Reading in English Questionnaire) proposed by Komiyama (2013) among 31 Senior high school students who have already experienced online classes in a year. Then, semi-structured interview was done to gain in-depth understanding about their reading motivation in more details explanation In addition, the observation results would clarify and confirm the contextual situation which shows the factors influencing EFL motivation in the class. The MREQ aims to identify the type of reading motivation among L2 learners. The result of the questionnaire is presented in the table based on

the category. Percentage form is used to present the result of the questionnaire. Likert scale model ranging shown the result by number 1 to

4. Therefore, the items in the tables indicate the statements of the MREQ.

Table 2. The result of the questionnaire in intrinsic motivation: Curiosity

Items	Scale item (Percentage)			
	1	2	3	4
I like reading English based passages to learn new things	6.5%	35.5%	38.7%	19.4%
I like reading interesting topics in English	9.7%	19.4%	51.6%	19.4%
I probably read English passages while my teachers or friends give me interesting topic	12.9%	22.6%	38.7%	25.8%
I enjoy reading in English to know new news of world	12.9%	38.7%	25.8%	22.6%

Table 2 shows the curiosity construct in intrinsic motivation factors comprised of 4 statements. The most significant percentage shown by item number 1.2 on the third-point

Likert scale is 51.6% of the EFL students' answer that they feel happy to read something interesting in English.

Table 3. The result of the questionnaire in intrinsic motivation: Curiosity

Items	Scale item answer (Percentage)				
	1	2	3	4	
Involvement	I like reading English passage only the topic I love	3.2%	12.9%	25.8%	58.1%
	It is difficult for me to stop reading English while the topics is interesting	25.8%	38.7%	25.8%	9.7%
	I really enjoy reading a good and long stories in English	22.6%	25.8%	29%	22.6%
	When the topic I read is interesting, I will forget times	25.8%	45.2%	19.4%	9.7%
Challenge	I want to read difficult materials in English if the topic is interesting for me	22.6%	22.6%	41.9%	12.9%
	I like when the English passages make me think	12.9%	32.3%	35.5%	19.4%
	I feel challenging while reading stories in English	9.7%	19.4%	38.7%	32.3%
	If the task is interesting, I keep reading it although it is in English	12.9%	25.8%	32.3%	29%

Based on table 3 above, the most significant percentage in involvement factor showed in item number 2.1 in forth-point. There were 58.1% on the four-point Likert scale. The EFL learners agreed that it is fun to read about something they like in English. Meanwhile, in preference for challenge construct, the most

significant percentage is shown by item number 3.1 in the third point. There were 41.9% of EFL learners motivated in reading by enjoying the complex ideas from English materials. This challenge theme percentage is the smaller percentage than two other intrinsic motivations that could reach 58.1% and curiosity 51.6%.

Table 4. The result of the extrinsic drive to excel: competition and recognition

	Items	Scale item answer (Percentage)			
		1	2	3	4
Competition	I will train myself to read English in order to be better than my friends	6.5%	19.4%	19.4%	54.8%
	I like being the only student who knows the answer of question from English passages that we read	16.1%	16.1%	32.3%	35.5%
	When I do my task to read English, I will put efforts to find	9.7%	29%	25.8%	35.5%
	The most correct answer rather than my friends' When I am reading English, I like to finish my tasks first before my friends	16.1%	38.7%	35.5%	9.7%
	I will read material in English, when there are my classmates who are better than me at reading English	16.1%	41.9%	25.8%	16.1%
	I often think about my English reading skills is better than my classmates	35.5%	25.8%	32.3%	6.5%
	Recognition	I like it when my teachers and friends say that I can read English well	6.5%	9.7%	16.1%
I am very happy when the teachers asked me to in read English out loud		3.2%	16.1%	29%	51.6%
I am happy when the I can answer the teacher's questions correctly		16.1%	22.6%	32.3%	29%
I love it when friends ask about their reading assignments to me		9.7%	6.5%	22.6%	61.3%
I am happy when someone knows my ability in reading English		12.9%	22.6%	38.7%	25.8%

Based on table 4, the first extrinsic drive to excel category consist of competition and recognition. The first item constructs the extrinsic drive to excel in the competition item, with the first most significant percentage shown by statement number 4.1 in the fourth point. 54.8% indicated that the EFL learners are willing

to work hard to read in English better than their friends. The second item that constructs the extrinsic drive to excel is recognition, 67.7% of learners agreed with statement number 5.1 in the fourth point, which indicated that learners were happy when their teacher says they read well in English.

Table 5. The result of the extrinsic academic compliance: compliance and grade

	Items	Scale item answer (Percentage)			
		1	2	3	4
Compliance	It is very important for me to complete English reading assignments on time	9.7%	29%	38.7%	22.6%
	I do reading assignments in English according to what ordered by the teachers	6.5%	9.7%	38.7%	45.2%
Grade	It is important for me to get good grades in English reading course	6.5%	16.1%	32.3%	45.2%
	I always wait for my English reading course grades	16.1%	35.5%	29%	19.4%
	I read English to improve my grades	9.7%	12.9%	38.7%	38.7%

Items	Scale item answer (Percentage)			
	1	2	3	4
When the English reading assignment is graded, I will try harder to complete	19.4%	12.9%	29%	38.7%

Table 5 presents the second categorize of MREQ, which is extrinsic academic compliance. The compliance item consists of 2 statements, and the grade item consists of 4 statements. The first item constructs the academic compliance factor, which is compliance. Item number 6.2 in the fourth point gained the most significant percentage. It reached 45.2% on the four-point

Likert scale for the statement, "I do my English reading assignments precisely as the teacher tells me to do them." Besides, in grade construct, 45.2% of the learner agreed with statement number 7.1 in the fourth point. It indicated that learners believe that receiving a good grade in English reading is important.

Table 6. The result of the questionnaire in extrinsic social sharing

Items	Scale item answer (Percentage)				
	1	2	3	4	
Social Sharing	I like to tell my friends about English material that I read	25.8%	45.2%	22.5%	6.5%
	My friends and I like to share about what we read in English	22.8%	41.9%	25.8%	9.7%
	I like talking to my friends about what I read in English	22.6%	48.4%	25.8%	3.2%
	I like participating in class discussions about what I read in English	25.8%	32.3%	32.3%	9.7%

Table 6 consists of the extrinsic social sharing category that having four items. According to the table above, social sharing item has the most significant percentage in item number 8.3, a two-point Likert scale. There were 48.4% and indicated that the learners do not like talking with their friends about what they read in English. It also showed in items number 8.1 and 8.2 in which gained 45.2% and 41.9% each in the Likert scale number 2, "A little different from me." Secondly, semi-structured interviews with nine informants were conducted via virtual zoom meeting among twelfth grader language primary students of MAN 2 Batam. The interviews were held on March, 20th 2021, and March, 28th 2021. The questionnaire supported data from the interviews and the observation. All the data from this study were described according to the focus of the research questions. The aim was to see how EFL learners in twelfth

grader students of MAN 2 Batam type of reading motivation learn online.

Views of Different Online Learning Experiences

Participants have different learning environment, and experiences back in online classes influence their potential learning process. The researcher has decided to encourage all the participants to share how they feel about the distinction between online classes and offline classes and their tendency to read. This part divides into two findings from the interview; Lack of focus as it impacts the effectiveness of the learning process and could not meet their peer is their experiences through online learning. As the response from the participants, when the researcher asked about their experience through online learning in a year, they spontaneously talked could not meet their peer makes they feel lack of spirit to learn and bored. As the students stated:

“How was the experience? According to mine, it was quite saturating. Because we are just at home and we don't have friends to talk to, because if we go to school where can friends be invited to discuss, study, work together ... the difference is that if you study online, it's perfect, we don't have to go to school, but the difference is that we get bored. If I'm already saturated with my brain, so the lesson is not going to happen.”

Some of the participants stated that online class is not adequate. Unfocused, short duration, system error, and do not understand teacher explanation are why they experienced the online learning is not effective and prefer offline learning. The research aware that the teacher always used synchronize meeting toward google meet as the media for teaching and learning process.

Reading in the English Language

However, the researcher asked about their perception of reading in English. Most of the participant prefers to read in English cause the output of the reading which is the speaking, how to pronounce a word, and find the challenging aspect from reading in English. Firstly, the entire participant told if they are interested in reading about the topic that they like. Participant 1 (P1) and Participant 2 (P2) mentioned why they are still involved in reading in English because it is challenging and fun. P2 also added that she is interested in reading in English, but the reading sources are still lacking, so she does not try to read a lot in English. Further, she is optimistic about trying to read in English with the available sources. The students stated:

“I have never tried English, but that doesn't mean I can't read it; if there is I want to try reading it anyway. When it comes to reading, it's just fun, even though it's challenging, but it is fun”

Even though P1 said that he does not like to read but if the text in English, he more intends to read in English because of the challenging aspects. When the researcher asked about reading motivation to read in English, EFL learners straight into explaining the output of reading, such as noticing the pronunciation, and

mentions that it is challenging to read in English. The researcher is aware that they are intended to read if the topic is engaging. Reading in English is quite tricky because they do not know how to pronounce a word in a text; they are aware of the output after reading a pronunciation passage. The common EFL learner's shortcoming to read in English, which is the vocabulary, is also found in this study. It makes students feel that they will not understand the text if they still lack vocabulary.

Discussion

The following is the type of EFL learners' reading motivation through online learning in MAN 2 Batam. The results revealed that the EFL Learners of MAN 2 Batam are intrinsically and extrinsically both motivated to read in English. However, the MREQ and semi-structured interview results show that the foreign language learner of MAN 2 Batam are more extrinsically motivated because they were happy when their teachers say they read well in English. The result is similar to Niazi and Zahid (2019) that analyzed the intrinsic and extrinsic motivation for learning English as a second language (ESL) among pre-university students of Pakistan who used MREQ adopted from Komiyama (2013) and the students are mainly motivated by extrinsic motivation. This study also has been found more extrinsically motivated for reading in English for obvious reasons as they have the desire to get recognition from the teachers. Indeed, the students' most frequently used students are slightly more to extrinsic motivation than intrinsic motivation in reading English through online learning. The most frequently used by the students in the intrinsic category is involvement-2.1 stated, “It's fun for me to read about something I like in English” (58.1%); most of the students prefer to scale number 4, which is “a lot like me.” Meanwhile, extrinsic motivation has item number 5.1 in the drive to excel for recognition category, indicating that learners were happy when their teacher says they read well in English. Most students choose scale number 4, “a lot like me.” It can be noted that in this research, extrinsic motivation is higher than intrinsic motivation.

Furthermore, EFL learners' of MAN 2 Batam has experienced in a year that online learning impacts the ineffectiveness and lack of focus during the learning process. This is related to the study of Barkoukis et al. (2008) which investigated a learning environment to foster students' reading motivation. It shows that the physical learning environment was the best for the reading and learning environment as the salient factors. Besides, the EFL learner slightly extrinsically motivated to read means their willingness to read are come from outside to gain a reward or avoid punishment (R., Ahmadi, 2017). This study has shown consistency with the same studies conducted by (R., Ahmadi, 2017; Niazi & Zahid, 2019; Pangestika, 2018; Salikin et al., 2017) which investigated the reading motivation using MREQ as the instruments. These studies have shown that the students are more motivated to read in English extrinsically. The result of this study is similar to Zhao (2016) which conducted a study among Chinese ESL students reading motivation. Extrinsic academic compliance is the most significant influence on the participants' reading motivation in English. It means that most Chinese students in ESL programs read for educational purposes. This study contrasts with the study conducted by Komiyama (2013) who revealed that the students' most frequent categories of motivation in reading English are intrinsic motivation designed to investigate adult EAP students' reading motivation. Salikin et al. (2017) as cited from Pangestika (2018) indicates that intrinsic motivation is the most frequently affect the students reading motivation. The intrinsic motivation influences by their experience in reading English texts. The learners who have more experience in English reading have more desire to read the English texts. It will be easier for them to get involved in English texts than others who lack experience. In short, the finding of previous research was different from this research.

The students will be more aware of their reading if extrinsic factors push them to read. It will be helpful for them in reading because the positive relationship between reading and motivation could increase the learners' willingness in foreign language reading. This

study is also supported by Maican & Cocoradă (2021) that teachers could get involved to encourage learning, and online learning request active engagement from both teachers and students. However, EFL learners' more motivated to read if the teacher played a role in their reading activities and felt happy if they recognized their reading ability in English. This is in line with Anggriani et al. (2022) which stated that providing motivation to students during learning is one of the teacher's important roles in online teaching and learning activities. Jahan Khan et al. (2017); Dhanapala and Hirakawa, (2016) stated that the teacher's role in motivating students to read in L2 become the controlled motivation since teacher is the main instrument within students in the classroom. Furthermore, based on the result of the MREQ that revealed EFL learners' of MAN 2 Batam slightly extrinsically motivated in the recognition category, they were happy when the teacher says they read well in English. This implicated that teachers are playing an essential role in their reading motivation as extrinsic motivation. It suggested by Ushioda (2011) from (Salikin et al., 2017b), the teacher played an important role in motivating the students by giving frequently reading assignments and amount of compliments to the learners' in appreciating their courage in English reading class activities. The teacher also played a role in creating a learning environment where all the students could enjoy the reading class. Through online learning, EFL learners' are extrinsically motivated by recognition items from the teacher constructs their reading motivation.

CONCLUSION

Based on the result and discussion, it can be concluded that through online learning, EFL learners are extrinsically motivated to read with teacher involvement and recognition of their ability of reading in English. Through the online learning which the novel environment and first experience for them, the reading motivation might be influenced. The reading motivation is still indistinct whether foreign language learner are intrinsically or extrinsically motivated to read during the full online learning. Besides, the teacher strategies could take role for foreign

language learner reading motivation as the reading activity and instruction is organized by the teacher. For the next researcher, this approach still needs to investigate more about how the teacher strategies can foster students' other skills and examining factors that could foster students' reading motivation. Although the researcher did not use specific measures for students' reading motivation toward the implementation of the teacher strategies in online learning and the limitation of participants in this study. the reseaecher noticed that each foreign language learner has various issues for reading motivation that only represented by the participant of this study. In all, this study investigate the teacher strategies that foster foreign language learner reading motivation.

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