



# Motivation-regulation Strategies for English Academic Reading among Undergraduate Students at a Private University

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## ABSTRAK

Keterlibatan dengan teks akademik sangat penting dalam pendidikan sarjana, yang berkontribusi signifikan terhadap perkembangan intelektual dan pencapaian akademik mahasiswa. Penelitian ini bertujuan untuk menganalisis strategi yang digunakan oleh mahasiswa sarjana di sebuah universitas untuk mengatur motivasi mereka dalam membaca teks akademik. Penelitian ini secara khusus mengkaji penggunaan strategi regulasi motivasi, termasuk tujuan intrinsik dan ekstrinsik, perilaku mencari bantuan, kolaborasi dengan teman sebaya, dan pengaturan diri. Desain penelitian mixed-methods digunakan, yang menggabungkan data kuantitatif dan kualitatif yang dikumpulkan melalui kuesioner tertutup dan terbuka dari mahasiswa Program Studi Pendidikan Bahasa Inggris. Hasil penelitian menunjukkan ketergantungan yang dominan pada motivator ekstrinsik, seperti pencapaian nilai tinggi, sementara motivasi intrinsik relatif lebih lemah. Mahasiswa cenderung lebih sering mencari bantuan dari teman sebaya daripada dosen, dan teknik pengaturan diri seperti skimming dan membaca selektif umum digunakan. Penelitian ini mendorong pengembangan intervensi yang ditargetkan untuk meningkatkan motivasi intrinsik dan memperbaiki mekanisme dukungan bagi mahasiswa yang menghadapi kesulitan dalam membaca akademik. Disarankan agar pendidik mendorong penggunaan strategi motivasi intrinsik dan ekstrinsik yang seimbang untuk memfasilitasi keterlibatan yang lebih mendalam dengan materi akademik.

## ABSTRACT

Engagement with academic texts is essential in undergraduate education, contributing significantly to students' intellectual development and academic achievement. This study aims to analyze the strategies used by undergraduate students at a university to regulate their motivation in reading academic texts. This study specifically examines the use of motivation regulation strategies, including intrinsic and extrinsic goals, help-seeking behavior, peer collaboration, and self-regulation. A mixed-methods research design was used, combining quantitative and qualitative data collected through closed-ended and open-ended questionnaires from students of the English Education Study Program. The results showed a dominant reliance on extrinsic motivators, such as achieving high grades, while intrinsic motivation was relatively weaker. Students tended to seek help from peers more often than lecturers, and self-regulation techniques such as skimming and selective reading were commonly used. This study encourages the development of targeted interventions to enhance intrinsic motivation and improve support mechanisms for students who face difficulties in academic reading. It is recommended that educators encourage the use of a balance of intrinsic and extrinsic motivation strategies to facilitate deeper engagement with academic materials.

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## 1. INTRODUCTION

Reading is a necessary ability for undergraduate students since it allows them to have a deeper comprehension of the subjects of their research. Undergraduate students are required to extensively read a wide range of scholarly literature, such as books, journals, and articles. A person's intellectual and emotional growth is influenced by reading (Baba & Affendi, 2020; Fatmawan et al., 2023; Kočiský et al., 2018). In the 21<sup>st</sup> century, reading proficiency is crucial for professional and personal success. Strong reading skills broaden intellectual horizons and lead to success. Undergraduate students must read academic publications to complete studies, requiring critical reading abilities. Engaging in relevant books is essential for critical reading. They should then read, analyze, and critically evaluate these books to apply the knowledge they have acquired to their undergraduate studies (Meng, 2009; Shamida et al., 2021). The English Language Education Study Program (ELESP) at Guru University (pseudonyms) offers students numerous academic readings for both class and thesis writing, requiring motivation to engage with academic content. Remember that several regulations must be followed by students and the university regarding student graduation. Students who complete their bachelor's degree on schedule are regarded as successful graduates and those students who complete their coursework in less than or exactly four years graduate on time (Bai & Wang, 2023; Rahayu et al., 2021). Conversely, those who take more than five years

to graduate are considered to be those who graduate late. To ensure the calibre of its education, all universities keep a close eye on and assess the competence of their graduates, particularly concerning the graduation timeline. Motivation plays a vital role in students' achievement by guiding them toward their goals and keeping them on the right track (Calvin, 2015; Dörnyei, 2019). While the institution has previously defined its goal, motivation remains essential in engaging students to achieve the specific purpose.

Many students struggle to understand academic readings due to lack of motivation, influenced by internal factors like curiosity and belief in future benefits, and external sources like family, friends, and professors. Students may receive assistance from both internal and external forces to complete their thesis (Sekar Diasti & Laos Mbato, 2020). To learn, one of the most important factors is motivation. Students in a classroom come from varied backgrounds and have unique differences. Their motivation can also be used to highlight the contrasts (Apriliyanti et al., 2018; Meisuri, 2014). From these two statements, it can be concluded that the important thing in the learning cycle that students must have been motivation.

Motivation is a constituent element of self-regulation. Self-regulation covers a broad spectrum of uses. For instance, self-efficacy, learned helplessness, attitude, volition, sentiments, and motivation. To learn, "individuals are metacognitively, motivationally, and behaviorally active in their learning" (Sekar Diasti & Laos Mbato, 2020). When people can plan, monitor, and assess their learning, they are said to be acting metacognitively. Students' motivation in learning is fuelled by self-regulation, which allows them to control their cognitive processes, actions, and feelings, enabling them to navigate their learning experiences successfully. Self-regulated learners are students who effectively manage their motivation. The research indicates that students who employ motivation-regulation strategies experience enhanced effort management (Martín-Arbós et al., 2023; Schwinger et al., 2009; Yang & Stefaniak, 2023). While this study does not include all motivational tactics, the researcher primarily emphasizes the regulation of these strategies (Holzer et al., 2024; VanZile-Tamsen & Livingston, 1999). Theoretical foundations of task completion involve six strategies: self-evident, environment structuring, self-talk, and goal-driven self-talk. Self-evident involves rewarding students for completing tasks, while environment structuring creates a comfortable environment to mitigate potential damage. Goal-driven self-talk drives students' thoughts to complete tasks, ensuring they hold themselves accountable and complete tasks within the allotted time.

Even though reading comprehension is crucial for undergraduate students, it was discovered that many of them still lacked it. The study discovered that these students who were the participants had weak critical reading abilities because they found it challenging to analyze and interpret the materials they read (Holzer et al., 2024; Sidhu et al., 2013; Zimmerman, B. J., Bonner, S., & Kovach, 1998). In addition, many undergraduate students overestimated how difficult it would be to balance their studies with the requirements and demands of academic reading. The previous researches' most popular topic of discussion was self-regulation. However, there has not been much research on self-regulation in thesis writing courses, particularly in the area of motivation (Kuperman et al., 2023; Sekar Diasti & Laos Mbato, 2020). Motivation-regulation is a crucial component for students taking a thesis writing course since it helps them stay motivated and helps them get help when they need it (Martín-Arbós et al., 2023; Sekar Diasti & Laos Mbato, 2020). To write their thesis, students must control themselves. Uncertain is the thesis writing course's deadline. As a result, each student has a unique chronology. Students must exercise self-control, especially when it comes to keeping their motivation high. Students need to maintain or improve their ability to control their motivation because this will help them achieve their goals. The students must be inspired by their thesis advisor. Students' motivation to finish their thesis writing work might be increased with encouragement from their thesis advisor. However, this research has a limitation. The study was carried out using a limited sample size. Therefore, this study examines the role of motivation regulation in the academic reading of undergraduate students.

This study investigates self-regulation and motivation strategies among EFL undergraduates in academic reading, focusing on thesis writing courses and managing motivation for EFL students, who face unique challenges due to language barriers. Previous research has highlighted the importance of self-regulation in academic success (Schwinger et al., 2009; Sekar Diasti & Laos Mbato, 2020). However, there is limited research on how motivation-regulation strategies specifically impact academic reading, especially among English as a Foreign Language (EFL) students in thesis writing courses (Sekar Diasti & Laos Mbato, 2020; Yang & Stefaniak, 2023). Studies have identified weaknesses in students' critical reading abilities and the challenges in balancing academic demands, but they do not explore the specific strategies students use to regulate their motivation in reading contexts (Mee Seng & Zainal, 2018; Sidhu et al., 2013). The extent to which students are able to regulate their motivation when reading academic texts and see their responses conceptually based on the theories that were used in researching their answers is the area of research that is lacking in this area.

The urgency of this study stems from the recognition that motivation plays a pivotal role in academic achievement. Without effective motivation-regulation strategies, students are likely to struggle with academic reading, leading to poor performance and delayed graduation (Bruno & Dickey, 2001; McDonough et al., 1986; Schmidt, R., & Richard, 2010). Despite the existing literature on self-regulation and motivation in learning, there is limited empirical evidence on how motivation-regulation strategies specifically influence academic reading

among undergraduate students in EFL contexts. The lack of focus on motivation-regulation in academic reading, particularly in thesis writing courses, represents a significant gap in the current body of research.

This study, therefore, seeks to address this gap by offer the novelty specific strategies that undergraduate students use to regulate their motivation when engaging with English academic texts. By doing so, it aims to provide empirical insights into how these strategies impact students' ability to manage the demands of academic reading, with implications for improving educational outcomes in EFL settings. The researchers are doing this study that specifically examines motivation-regulation approaches aimed at closing the knowledge gap. The objective of this study is to analyze the motivation-regulation processes of students in academic reading. This study also incorporates suggestions for future researchers, thesis advisors, and students.

## 2. METHOD

This study employed a mixed-methods research design, integrating both quantitative and qualitative approaches to address the research question, "To what extent do undergraduate students organize motivational regulation strategies in academic reading?" The mixed-methods approach was chosen to allow for a comprehensive analysis, triangulating the findings to deepen the understanding of how students utilize metacognitive reading strategies. The design incorporated the collection, evaluation, and integration of quantitative data to measure the extent of metacognitive strategy use, and qualitative data to explore the specific contexts and individual applications of these strategies. This methodology follows the guidelines established by Creswell and is supported by prior educational research that has successfully used mixed methods to enhance data credibility (Darvin & Norton, 2023; Sekar Diasti & Laos Mbato, 2020). The participants in this study were undergraduate students enrolled in the English Language Education Study Program (ELESP) at a private university in Yogyakarta, Indonesia, specifically those attending the Semantic-Pragmatic class. This class was selected because it requires students to engage extensively with academic texts, making it an appropriate setting for investigating motivational regulation strategies. A purposive sampling technique was employed to select participants, ensuring that the sample was well-matched to the research objectives. This method allowed for the inclusion of students who were particularly relevant to the study, thereby enhancing the credibility, transferability, dependability, and confirmability of the findings (Campbell et al., 2020).

Data were collected through a combination of closed and open-ended questionnaires, designed to capture both the extent of students' use of metacognitive reading strategies and the qualitative nuances of their motivational regulation processes. The primary instrument was a questionnaire adapted from "A Manual for the Use of the Motivated Strategies for Learning Questionnaire (MSLQ)" by (El-Adl & Alkharusi, 2020; Hilpert et al., 2013). The questionnaire included items that assessed intrinsic and extrinsic goal orientation, help-seeking behaviours, peer-learning activities, and self-regulation strategies. The instrument's validity was ensured through a series of pre-tests and revisions based on expert feedback, ensuring that it accurately measured the intended constructs. Additionally, an open-ended section was included to gather more in-depth, qualitative insights into the students' individual experiences and challenges.

The data were analyzed using a hybrid strategy that combined quantitative and qualitative techniques. Quantitative data from the closed-ended questionnaire items were analyzed using descriptive statistics to determine the prevalence and intensity of metacognitive strategy use among the students. The qualitative data from the open-ended responses were analyzed thematically, identifying key patterns and themes related to the students' motivational regulation strategies. This dual approach allowed for a nuanced interpretation of the data, with the qualitative findings providing context and depth to the quantitative results. The integration of these analyses provided a comprehensive understanding of how motivational regulation strategies are organized by undergraduate students in academic reading contexts.

## 3. RESULT AND DISCUSSION

### Result

The researchers collected data using both open-ended and closed-ended questionnaires. This chapter is structured into five sections, each corresponding to different motivation-regulation strategies identified in the study (Al-Qahtani, 2013; Hilpert et al., 2013). In this study, researchers used a Likert scale for participants to place themselves on each statement. On a scale 1 and 2 are combined and mean disagree. On a scale 3 means neutral. Meanwhile, on a scale 4 and 5 are combined and mean agree. The first strategy of intrinsic goal is show in Table 1.

**Table 1.** Participants' Intrinsic Goal Strategy

Statements	Percentage				
	1	2	3	4	5
(IG1) In class, I prefer to read course material that challenges me and arouses my curiosity so I can learn new things	0% (0)	10.5% (2)	63.2% (12)	21.1% (4)	5.3% (1)
(IG2) The most satisfying thing for me in the course is trying to understand the content as thoroughly as possible through reading	0% (0)	0% (0)	47.4% (9)	36.8% (7)	15.8% (3)
(IG3) When I have the opportunity in this class, I choose to read the reading material and do course assignments that I can learn from even if they don't guarantee a good grade	0% (0)	10.5% (2)	47.4% (9)	31.6% (6)	10.5% (2)

Based on [Table 1](#), it can be seen in IG1, that undergraduate students feel ordinary when reading English academic texts where the text is challenging for them and can be learned by them. In IG2, it can be seen that undergraduate students agree when they currently understand the content as fully as possible through reading. However, at IG3, undergraduate students continue to read academic texts given by lecturers even though the academic text does not guarantee them a good grade.

This is reinforced by the statements of some undergraduate students in an open-ended questionnaire. Undergraduate students also explained that there are some obstacles that prevent them from feeling motivated in reading academic texts. Drowsiness and a lack of time are the two types of difficulties that are most commonly encountered when reading academic materials. Being sleepy makes it significantly more difficult to concentrate and comprehend the material that is being read. The inability to complete reading activities in a sufficient amount of time also prevents a comprehensive understanding of the material, particularly in situations where the introduction of new vocabulary necessitates consulting a dictionary. Additionally, difficulties with vocabulary make the problem even more complicated, as passages that contain a large number of difficult words slow down the reading process and make it more difficult to quickly comprehend the text of the passage.

The participants presented a variety of methods that they had developed in order to cultivate their motivation for academic reading. There was one strategy that involved persevering with the text, acknowledging the significance of the text for their studies, and forcing themselves to read it. There was also a method known as the 15-5-15 method, which involves studying for fifteen minutes, taking a break for five minutes, and then continuing to study for another fifteen minutes. In addition, some of the participants attempted to boost their motivation by locating external sources of inspiration. For example, they might listen to music or look for straightforward explanations on YouTube or other websites. The proactive efforts that the students have made to maintain and boost their motivation for academic reading are reflected in the diverse strategies that they implemented. The participants tried to find their own learning style to keep reading this academic text because they had the goal of understanding the text in order to smooth their learning activities in the classroom. Participants' extrinsic goal strategy is show in [Table 2](#).

**Table 2.** Participants' Extrinsic Goal Strategy

Statements	Percentage				
	1	2	3	4	5
(EG1) The most important thing for me right now is improving my overall grade point average, so my main concern in the class is getting a good grade.	5.3% (1)	0% (0)	31.6% (6)	42.1% (8)	21.1% (4)
(EG2) If I can, I want to get better grades in the class than most of the other students.	5.3% (1)	5.3% (1)	36.8% (7)	26.3% (5)	26.3% (5)

According to [Table 2](#), it is clear that undergraduate students place a high priority on achieving good grades. This is evidenced by the fact that they are in agreement regarding the objective of achieving high academic performance (EG1) and the objective of aspiring to outperform their peers (EG2). Through the use of open-ended questionnaires, students disclosed a variety of strategies that they employed in order to accomplish these goals.

One strategy involves allocating specific time for academic activities, such as having at least one day off to concentrate on assignments, reading articles or journals that are pertinent to the subject matter, and going to the library during free afternoons to find an atmosphere that is conducive to concentration. In order to prevent oneself from experiencing feelings of being overwhelmed, another strategy involves dividing the text into smaller, more manageable sections. In order to consolidate their understanding and identify areas that require additional attention, students summarize the main points in their own words after reading each section. This helps students identify areas that need further attention. Their use of these methods demonstrates their dedication to organized and concentrated study practices that are geared toward achieving academic success. The two participants had their own way of achieving their goals, which was to make a plan for what text they would read and then work on the task. As for those who divide academic texts that are read so as not to stress. These things help them understand academic texts and can achieve good grades in the classroom. Then, participants' help-seeking strategy is show in [Table 3](#).

**Table 3. Participants' Help-Seeking Strategy**

Statements	Percentage				
	1	2	3	4	5
(H1) Even if I have trouble reading the material in the class, I try to do the work on my own, without help from anyone.	10.5% (2)	31.6% (6)	21.1% (4)	31.6% (6)	5.3% (1)
(H2) I ask the lecturer to clarify concepts I don't understand well.	0% (0)	26.3% (5)	36.8% (7)	31.6% (6)	5.3% (1)
(H3) When I can't understand the material in this course, I ask another student in the class for help.	0% (0)	0% (0)	0% (0)	42.1% (8)	5.9% (11)

Base on [Table 3](#), undergraduate students at Guru University recognize that not seeking help can negatively impact their performance in reading and understanding texts and assignments. They attempt to clarify academic texts they do not understand by consulting lecturers, although they feel more comfortable asking their classmates for help. This preference for peer assistance is reflected in their statements and behaviors. One student mentioned, "I repeatedly read the hard part until I understand. If I don't, I try to find the meaning on the internet." This indicates that students find it easier to approach their peers rather than lecturers, and they also frequently turn to the internet for assistance due to its accessibility. Seeking help from friends and using online resources are strategies that facilitate their understanding of academic texts and enhance their overall academic performance. Participants' peer-learning strategy is show in [Table 4](#).

**Table 4. Participants' Peer-Learning Strategy**

Statements	Percentage				
	1	2	3	4	5
(P1) When reading the texts for the course, I often try to explain the material to a classmate or a friend.	0% (0)	10.5% (2)	63.2% (12)	15.8% (3)	10.5% (2)
(P2) I try to work with other students from the class to complete the course assignments.	0% (0)	5.2% (1)	21.1% (4)	47.4% (9)	26.3% (5)
(P3) When reading for this course, I often set aside time to discuss the course material with a group of students from the class.	0% (0)	26.3% (5)	42.1% (8)	26.3% (5)	5.3% (1)

According to the information presented in [Table 4](#), it is clear that undergraduate students have a variety of responses when it comes to learning from their peers and working together to comprehend academic texts. The students in P1 expressed a lack of enthusiasm for verbalizing their comprehension of academic texts, indicating that they had a neutral attitude toward explaining academic texts to their friends. In P2, on the other hand, students frequently worked together with their classmates on assignments, which suggests that working together is a common and beneficial practice. In P3, students once again demonstrated a neutral attitude toward taking the time to discuss texts with their group, which reflects a mixed attitude toward group discussions. Despite the fact that these responses were neutral, it is abundantly clear that the process of learning from one's peers plays a significant



role in improving students' comprehension and efficiency in completing academic tasks. This is demonstrated by the method in which students work on their assignments with a friend, with the belief that the two of them working together will speed up the completion of the assignments and increase their level of comprehension. Consequently, peer-learning emerges as a valuable approach, which enables students to better comprehend the meaning of academic texts and complete assignments in a more efficient manner. Participants' self-regulation strategy is shown in [Table 5](#).

**Table 5. Participants' Self-Regulation Strategy**

Statements	Percentage				
	1	2	3	4	5
(S1) I often feel so lazy or bored when I read the reading material for the class that I quit before I finish what I planned to do.	0% (0)	15.8% (3)	47.4% (9)	21.2% (4)	15.8% (3)
(S2) I work hard to read well in this class even if I don't like what we are doing.	0% (0)	15.8% (3)	52.6% (10)	21.1% (4)	10.5% (2)
(S3) When the reading material is difficult, I give up or only read the easy parts.	0% (0)	21.1% (4)	36.8% (7)	42.1% (8)	0% (0)
(S4) Even when course materials are dull and uninteresting. I manage to keep reading until I finish.	0% (0)	21.1% (4)	31.6% (6)	26.3% (5)	21.1% (4)

According to the data presented in [Table 5](#), undergraduate students face a variety of obstacles when it comes to maintaining their motivation while reading academic texts. When confronted with readings that were assigned by lecturers, many students acknowledged that they occasionally experienced feelings of boredom or laziness, and they sometimes chose to give up on the assignment entirely. On the other hand, in subsequent stages (S2 and S3), a sizeable number of students demonstrated a neutral attitude toward persevering through texts that they did not like, frequently opting to continue reading despite their preferences. Students reached a consensus by the fourth stage that they continued to read the material until it was finished, even if they found it uninteresting. This marked a significant shift in the teaching approach. Many undergraduate students use specific strategies, such as skimming techniques and concentrating on easier passages to improve their comprehension, in order to boost their motivation and improve their overall performance. In addition, they engage in self-affirming pep talks, drawing inspiration from sources such as scripture or personal mantras, with the intention of overcoming obstacles and maintaining their dedication to their academic pursuits. The use of these strategies highlights the individuals' individual motivations and reflects a multifaceted approach to maintaining engagement with difficult academic texts.

## Discussion

The findings of this study reveal critical insights into how undergraduate students regulate their motivation for academic reading, particularly in the context of English as a Foreign Language (EFL). The results demonstrate a predominant reliance on extrinsic motivators such as grades, while intrinsic motivation is comparatively weaker. This outcome is consistent with prior research, such as the studies which found that students often prioritize external rewards over internal satisfaction when engaging in academic tasks ([Mahardika, 2022](#); [Salikin et al., 2017](#)). These findings suggest that while students recognize the importance of academic reading, their engagement is largely driven by the desire to achieve tangible outcomes, rather than a deep-seated interest in the material itself. The emphasis on extrinsic motivation aligns with the findings who also reported that EFL students tend to focus on grades and other external factors as primary motivators ([Mee Seng & Zainal, 2018](#); [Sidhu et al., 2013](#)). This extrinsic focus may be due to the high academic pressures within university settings, where performance is often measured by grades and academic recognition. However, the weaker intrinsic motivation observed in this study contrasts with the goals of self-regulated learning theories, which emphasize the importance of internal motivation in achieving long-term academic success. The help-seeking behaviors observed in this study, where students preferred consulting peers over instructors, found that peer interactions play a crucial role in the learning processes of EFL students ([Sekar Diasti & Laos Mbato, 2020](#); [Yang & Stefaniak, 2023](#)). This preference may stem from the perceived accessibility and relatability of peers, making it easier for students to seek clarification and support. However, this reliance on peer assistance raises questions about the role of instructors in facilitating deeper academic engagement. While peer learning is beneficial, the limited interaction with instructors could indicate a missed opportunity for more structured guidance and support.

The use of self-regulation strategies, such as skimming and selective reading, indicates that students are employing surface-level strategies to manage their academic reading workload. These strategies are often used as coping mechanisms when students are confronted with challenging texts, allowing them to focus on more manageable sections. This behavior aligns with findings from, who noted that students often adopt such strategies to maintain effort and motivation in the face of difficult tasks (Herbein et al., 2018; Piotrowska et al., 2022). However, these surface-level approaches may limit students' ability to engage deeply with academic texts, potentially hindering their development of critical reading skills.

The findings of this study can be interpreted within the framework of self-regulated learning (SRL) theories, which emphasize the role of motivation, metacognition, and behavioral strategies in academic success (Zimmerman, B. J., Bonner, S., & Kovach, 1998). The study's results suggest that while students are employing some aspects of SRL, such as goal setting and effort management, their reliance on extrinsic motivation and surface-level strategies may limit the effectiveness of these approaches. To fully benefit from SRL, students need to develop stronger intrinsic motivation and more robust metacognitive strategies, enabling them to engage more deeply with academic texts. Generalizing these findings, it is evident that motivational regulation in academic reading is a complex and multifaceted process. While students demonstrate awareness of the importance of academic reading, their motivation is heavily influenced by external factors, and their self-regulation strategies tend to focus on immediate, rather than long-term, academic goals. This suggests a need for educational interventions that promote intrinsic motivation and deeper engagement with academic texts, aligning students' short-term behaviors with long-term academic success. The findings emphasize the need for educational interventions that promote intrinsic motivation and encourage deeper academic engagement. By fostering a balance between intrinsic and extrinsic motivation, educators can help students achieve both immediate academic success and long-term intellectual development. The research underscores the complexity of motivation regulation in academic reading and its critical impact on educational outcomes. Future research should focus on developing and evaluating intervention strategies to promote self-regulation and intrinsic motivation among students. Enhancing teacher-student interactions and creating supportive classroom environments are crucial for fostering effective help-seeking behaviours. Investigating the role of technology in facilitating motivational strategies might lead to innovative solutions. By addressing these recommendations, educators and researchers can better support students in navigating academic challenges and cultivating sustainable motivation throughout their educational journeys.

#### 4. CONCLUSION

The research findings highlight the significant reliance on extrinsic motivators, such as grades, among undergraduate students when engaging in academic reading, particularly in an EFL (English as a Foreign Language) context. This tendency indicates that while students recognize the importance of academic reading, their primary motivation stems from the desire to achieve tangible outcomes like high grades rather than a genuine interest in the material. Such an extrinsic focus may limit students' ability to deeply engage with academic texts, potentially hindering the development of critical reading skills. The study also reveals that students often seek help from peers rather than instructors, which could reflect a missed opportunity for more structured academic guidance. This preference for peer assistance underscores the role of social interaction in learning but also points to a potential gap in the support provided by educators. Moreover, the use of self-regulation strategies, like skimming and selective reading, suggests that students adopt surface-level approaches to manage the demands of academic reading. While these strategies help students cope with challenging texts, they might restrict deeper comprehension and critical engagement.

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