LECTURER'S ROLES AND INSTRUCTIONS IN PROMOTING STUDENTS' READING MOTIVATION

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Abstract: A great deal of (independent) learning in higher education involves reading; students' reading motivation is therefore especially important in learning. The current study thus aimed to find out what kind of lecturer's roles and instructions does the lecturer use in motivating students to read in a sample of 5 students in Academic Reading/Vocabulary Class B and a lecturer. Lecturer's roles and instructions in regard to the promotion of reading were assessed by classroom observations, to determine the actual classroom practices. Following these observations, students were interviewed using a conversational or semi structured interview. The lecturer was also interviewed in the same manner. The results revealed that the lecturer's roles and instructions that promote students' reading motivation are in the forms of embedded values in reading, creating a safe learning environment, supporting real-world interactions, providing interesting texts, giving strategy instruction, giving opportunity to communicate conceptual understanding, and supporting students' collaboration.

Keywords: Reading Motivation, Lecturer's Role, Lecturer's Instruction

Abstrak: Membaca merupakan hal utama pada pembelajaran di perguruan tinggi, sehingga motivasi membaca menjadi hal penting yang harus dimiliki mahasiswa. Oleh karenanya, penelitian ini bertujuan untuk menemukan apa saja peran dan instruksi yang digunakan oleh seorang dosen untuk memotivasi mahasiswa untuk membaca. Objek pada penelitian ini adalah 5 orang mahasiswa dan seorang dosen pada perkuliahan *Academic Reading/Vocabulary* di kelas B. Peran dan instruksi dosen tersebut diukur dengan melakukan observasi yang bertujuan untuk melihat langsung proses perkuliahan. Bersamaan dengan itu, mahasiswa dan dosen diwawancara dengan menggunakan *conversational* atau *semi structured interview*. Hasil dari penelitian ini menyatakan bahwa peran dan instruksi yang digunakan dosen untuk memotivasi mahasiswa membaca adalah dengan menanamkan nilai-nilai akan pentingnya membaca, menciptakan suasana kelas yang aman, mendukung interaksi nyata dengan objek yang dibaca, menyediakan teks yang menarik, mengajarkan strategi-strategi dalam membaca, memberi kesempatan untuk mengkomunikasikan pemahaman mahasiswa mengenai teks yang dibaca, serta mendukung mahasiswa untuk berkolaborasi saat membaca.

Kata kunci: Motivasi Membaca, Peran Dosen, Instruksi Dosen

R eading motivation is an important factor that influences students' reading achievement in different domains of learning. Komiyama(2009) emphasized that reading is an important skill for English language learners in today's world; it supports the development of overall proficiency and provides access to the crucial information. A poor or a good start in learning how to read can profoundly influence a student's further academic career. In the case of foreign language learning, reading could most likely be considered, besides the conversations with native speakers of English in authentic contexts, one of the most efficient methods of vocabulary acquisition, grammatical structure validation and cultural immersion (Cecal, 2015).

Because reading is an effortful activity that often involve choice, motivation is crucial to reading engagement. Motivation is another key to successful reading. Many significant body of research argues that motivation has an important impact on reading development (Gambrell, 1996; Gambrell, 2011; Guthrie et al., 2000; Protacio, 2012; Schutte & Mallouf, 2007; Taboada et al., 2009). The key idea for educators is that motivation makes a real difference in students' reading development, and educators need to consider how to motivate students to engage as possible with texts (Grabe & Stoller, 2001).

Furthermore, orientation of motivation concerns the underlying attitudes and goals that give rise to an action—that is, it concerns the way of actions (Knowles & Smith, 2001). Pecjak and Gradisar (as cited in Deci & Vansteenkiste, 2004) revealed that reading motivation is a multidimensional construct embracing different motivational aspects that stimulate an individual to initiate reading, they give meaning to the reading process, and therefore help the reader to persist in reading and in striving to repeat the reading experience. In order to enable students to become literate, and therefore prepare them for lifelong learning, they first have to be motivated for reading.

In fact, what the researcher found in Academic Reading/ Vocabulary Classroom B in second semester, many students are less motivated in reading; thus, they do not appreciate the enjoyment associated with reading. Moreover, some students said that they read in and out of class not because they want to, but because they are told to do so. Typically, the reading class revolves around a textbook reading passage. The lesson started out with pre-reading questions during which the lecturer tapped into students' background knowledge. Sometimes, students are asked to preview the passage that they read at home. Students need to be able to identify main ideas and details; summarize; and extend textual information to new tasks, such as oral presentations and written assignments. Then the lecturer directed students to the next chapter, and the cycle begins again. It is not unusual for some students to be assigned texts or passages that they think too difficult for them, uninteresting, or both.

On the contrary, Ryan & Deci (2000) believed that students' motivation for reading will be optimal when they are intrinsically motivated to read and they believe that they are efficacious at reading. In the study they found that when individuals are intrinsically motivated, they complete activities for their own sake and out of interest in the activity. Wigfield, et al., (2004) found that reading is one of activities that students have to choose, they have to persist in reading even

though they cannot see any improvement over weeks and sometimes even months, and they have to struggle to master reading technique before they can thoroughly understand what they read. In this situation, lecturer's roles and instructions are vital for promoting the students' motivation and further engagement in reading activities.

In this case, the result of a study about domain specificity and instructional influences by Wigfield et al., (2004) revealed that one of reading instructional programs, Concept-Oriented Reading Instruction (CORI) can increase students' intrinsic motivation to read and reading self-efficacy. Concept-Oriented Reading Instruction (CORI) involves linking reading and science together to foster the development of reading comprehension and motivation. CORI teachers provide students with opportunities for choice and for collaboration with other students and also supported the other important aspects of intrinsic reading motivation (Guthrie et al., 2004).

According to Guthrie et al., (2007), four major essential components of CORI are (a) intrinsic motivations for reading, (b) strategic reading, (c) conceptual knowledge, and (d) social collaboration. In the model, it is theorized that when students are intrinsically motivated to read, they are more likely to learn and use reading comprehension and self-regulatory strategies. When students learn to use strategies, their reading comprehension increases, leading to conceptual learning of text. Students who gain conceptual knowledge feel more intrinsically motivated to read. The social collaboration students experience in learning can affect intrinsic motivation, strategy learning and use, and conceptual knowledge either positively or negatively—depending on the quality of the social collaboration (Guthrie, 2013).

As discussed, the researcher believes that intrinsic motivation is the important thing that the students need to engage in reading activity and prepare them for lifelong learning. Therefore, as a central model for students in a classroom, a lecturer has a very important role in promoting students reading motivation. The focus of this research is to know the sort of lecturer's roles and instructions that with regard to students' reading motivation, and also interest in how this factor is related to students' motivation for reading.

METHOD

In carrying out the research, the researcher uses case study research as the form of research defined by Baxter and Jack (2008) as an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. The population in this research is a lecturer and students of Academic Reading/Vocabulary class B in second semester PP APK of English Education Study Program at Tanjungpura University Pontianak in Academic Year 2015/2016. For this research, the sample were chosen without any sort of regard to religion, ethnicity, race, gender, or disability. Initially, the lecturer engaged in a brief discussion with the researcher, in which the researcher described the study to indicate the lecturer's willingness to participate and provide the researcher to collect data. Approximately five students in the class were chosen to be

interviewed more thoroughly based on a random selection of students. These students, as well as the lecturer, were then the focus of series of observations in the classroom.

In this study, the researcher began by selecting the problems related to the educational field, especially dealing with the English Study Program of Teacher Training and Education Faculty of Tanjungpura University. Interviews and observations were implemented as part of this study to collect the data. The objectives of observations was modified from *Revised CORI Fidelity of Implementation Observation Measure* by Lucas (2010). Throughout the observation process, the researcher role assumed by Cohen's et al. (2007) as the "observer as participant". The observation focused on events as they happen in the classroom, for example, the amount of support for students' learning goals, autonomy, collaboration, real-world interactions, strategy use, and conceptual learning. Further, it focused on behaviors or qualities, such as the embedded of the lecturer's personal and social values to motivate students to read, create a safe learning environment, and as a facilitation role.

On the other hand, the researcher completed the interview individually with each participants to gather the additional data and as a validation to know what kind of lecturer's roles and instructions that can motivate the students to read. Lecturer interview and student interview were guided by some similar questions in order to determine any existing similarities or differences among lecturer and student perceptions of motivational classroom practices.

The purpose of the multiple forms of data included in the procedures of this study was to ensure that students' and lecturer's perceptions and practices were "triangulated." Since perceptions cannot be observed, lecturer and students needed to be asked specifically, through interviews, to articulate their perceptions of motivation to read. Similarly, classroom practices, (i.e., lecturer's roles and instructions in the classroom), needed to be observed as they may not always be accurately identified through student and lecturer recollections alone.

By exploring some experts' theories, the researcher preferred to use six steps in the process of analyzing and interpreting this qualitative data proposed by Creswell (2012). At an early stage in qualitative analysis, the researcher prepared and organized data into file folders. According to Creswell (2012), the transcribing and organizing of information requires a system of organization, which could take several forms, such as:

1. Developing a table of sources to help organize the material.
2. Organizing the materials by type: all observations, all interviews.
3. Keeping duplicate copies of all forms of data.

The most complete procedure, however, is to have all observations and all interviews notes transcribed. The further process of analyzing text, this research began when the researcher coded the data. Coding is a process of segmenting and labeling text to form descriptions and broad themes in data (Creswell, 2012). These individual lecturer and students responses were lifted from the interview notes, summarized, and placed into a matrix with headings that match the main topics of findings. Also, in this process the researcher selected specific data used

and disregarded other data that did not specifically provided evidence for this research.

After coding the data, the researcher analyzed the data to form answers to the research questions. This process involved examining the data in detail to describe what the researcher learned, and developed themes or categories of ideas from the data. This description and themes served as a way to find patterns and major trends in the similarities and differences among lecturer's and students' responses concerning their perceptions of roles and instructions in promoting students' reading motivation. As patterns emerged in the responses, researcher synthesized lecturer perceptions, student perceptions, and observations in a narrative discussion as the primary form in qualitative research. A narrative discussion is a written passage in a qualitative study in which the researcher summarize, in detail, the findings from the data analysis (Creswell, 2012).

From this reporting and representing of findings, the researcher made an interpretation of the meaning of the research. This interpretation consisted of advancing personal views, making comparisons between the findings and the literature, and suggesting limitation and future research (Creswell, 2012). Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation (Cohen et al., 2007). The current study inquires triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., the lecturer and the students), methods of data collection (e.g., observation and interview) in description and themes in qualitative research (Creswell, 2012). This ensure that the study is accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible.

FINDINGS AND DISCUSSION
Findings

The purpose of this study was to find out what kind of lecturer's roles and instructions that promote students' reading motivation. The data collection process took place over a period of four weeks in Academic Reading/Vocabulary course in Class B. The lecturer and five students of the Academic Reading/Vocabulary course participated in the interview process, with all students being present during the observation process. Various forms of qualitative data were collected to thoroughly answer the research questions, including lecturer and student interview responses, and observation field notes. Nearly all analysis of data is qualitative in nature; essentially comparing what was seen and done by the lecturer to what was indicated as motivating by the students in the form of small case studies.

Through analysis of observational notes, lecturer interview, and student interviews, existing similarities and differences among lecturer perception, student perceptions, and observable practices were found in Academic Reading/Vocabulary in Class B. The most obvious similarities existed among perceptions of students, lecturer and observable classroom practices in regard to

the students' reading motivation are the roles of lecturer in embedded of values and beliefs of reading and create a safe learning environment; and lecturer's instructions in supporting real-world interactions, giving strategy instruction, giving opportunity to communicate students' conceptual understanding, and supporting collaborative learning (e.g., group discussion). Lecturer and student perceptions differed in relation to the interesting text that they used as reading material in the classroom.

As students discussed Mrs. X's told about her passion for reading, how she has benefited personally from being an avid reader, and explicitly identifies that reading is an important skills to develop, all of the students interviewed communicated that it motivates them to start reading. One of five students acknowledged that the lecturer *'...shared her experience in reading and she said that we will have more knowledge when we read'* (Student 1), and *'it motivates me because I have a passion to study abroad...so I decided to read a lot'* (Student 3).

It was evident, after analysis of observational field notes, that observable classroom practices did, it provide further evidence of the embedded of values and beliefs of reading that requires lecturer-student interaction or emotional engagement while the lecturer giving some advices to the students, told about her experiences in reading, and as a model is one of motivational classroom practices. Students were observed following along with the stories and with engaging expression.

Lecturer and student perceptions were also similar and comparable to classroom observations concerning the motivational implications of collaboration support (e.g., group discussion). Three of five students interviewed communicated a great level of enjoyment for the group discussion, *'...because I can work with my partner and it is more easier to do something difficult'* (Student 1) and *'...we can share our information with others'* (Student 4). Also, Mrs. X indicated that she did, in fact, implement group discussion as one of techniques that helps to motivate the students to read because *'...when they work in pairs or in groups, it will be easier for them to understand, they can share their ideas so they will have more motivation to read'* (Mrs. X). But one of the rest of students interviewed indicated that he *'...did not really like discussing with a group'* (Student 3), just because he do not like when the members of his group has different opinion.

In this group discussion, the lecturer's role seems to create a safe learning environment, where she guides the students to their own discovery in learning, provide enough free reign to the students, and also to feel part of the process as what Mrs. X said *'...sometimes I use this [retelling] as the assignments for them and then...next [meeting] they have to present what they have already got, I tell them to find an article from...whatever the sources that they can get'*. Then *'it will be discussed as well by the whole students in the classroom'* (Mrs. X). In the discussion session, before Mrs. X give a corrective feedback to students' results, she invites the other students to give comments or suggestions based on the group presentation.

Regarding to this group discussion, lecturer provides students with opportunities to communicate their conceptual understanding of text. Students

also shared that they like when *'...we can share our information with others'* (Student 4). *'...She [Mrs. X] gives the opportunity to share our opinion [and] our understanding about the text, all the members of the group have chance to speak out loud about what they understand in text...'* (Student 5) and *'...Mrs. X will correct if we made mistakes'* (Student 1), *'...so you [students] have the opportunity to give your opinion about the paragraph'* (Student 3). Students in the classroom were observed enthusiastically in sharing their opinions and seemed to enjoy doing so.

Classroom practices were also observed to be in alignment with lecturer and students that shared their perceptions of collaboration support (e.g., group discussion) and the opportunity to communicate the conceptual understanding of text as motivational reading experiences. This activity was actually observed in the classroom. Lecturer were observed creating an environment for this activity to take place. The lecturer let students work in groups and to choose their own members, it required the students to exchange viewpoints about the text and then explaining what the students will be doing in their groups.

Mrs. X, however, felt that the handbook that she uses for her Academic Reading/Vocabulary course is better to use *'...because it covers all the aspects of Reading...'.* Then, even the lecturer indicates that sometimes she uses another materials for assignments, but students interviewed did not shared that those things were existed. Students, on the other hand, may or may not like this book as the only source for their Academic Reading/Vocabulary course as two of the five students interviewed indicated that they do not like the contents of the book because *'...it is very very difficult'* (Student 1), and *'...I just understand a little of the content of the book...I will read the textbook just when she asked us [students] to do some assignments'* (Student 2). However, two of the other students said that the material *'...is interesting'* (Student 5) and *'for the first material...about International Student, it also motivates me to study abroad by reading the text'* (Student 4).

According to the student responses about what was indicated as motivating by the students, real-world interactions and strategy instructions are the things to be the motivational classroom practices even though it did not implicitly revealed by the lecturer. Three of five students said when Mrs. X provides students with a sensory experience related to the text and encourages students to make personal connections to their real-life activity, it makes them *'...easily to understand'* (Student 4) *'...what the teacher [Mrs. X] explained...'* (Student 1) because *'...it relates to our [students] life'* (Student 5). Observation in the classroom found this to be the case, and students were very attentive during these real-world interactions, following along with the text and give some opinions in a very relaxed setting.

Classroom practices were also observed to be in alignment with student perceptions in the area of strategy instructions. Three of five students interviewed articulated very positive feelings about the strategy instructions, they shared that *'She [Mrs. X] teaches us...to find a main idea in a paragraph...how the controlling idea explain the topic, it really helps me to understand the text...and then I can easily to know the topic of what I read'* (Student 5). Also *'...it can help*

to comprehend the paragraph' (Student 3). In addition, Mrs. X *'...give tips for us [students] to [make] our reading is interesting [and] read more efficient'* (Student 1).

Discussion

Each case summary presents a variety of information which paints a detailed picture of students' perceptions in relation to lecturers' perceptions and observable classroom practices with regard to lecturer's roles and instructions that promote students' reading motivation. Besides lecturer's perception about what she believes as the motivational classroom practices, students revealed that the lecturer's roles in embedded of his or her personal values of reading, creating a safe leaning environment, and instructions, e.g., supporting real-world interactions, providing interesting texts, giving strategy instruction, giving opportunity to communicate students' conceptual understanding, and supporting collaboration motivate them in reading.

Lecturer's Roles

Embedded of Values of Reading

Based on interviews and observations in the classroom, it was evident that the majority of students believe that this type of conversation motivates them to start reading. This finding is consistent with the assertion of Bandura's Social Learning Theory (as cited in Mudzielwana, 2013), students' interaction with other people is based on observing their norms, values and beliefs within the context of a particular society and they are most likely to imitate adults with whom they have an emotional bond. Which means that learners learn behavioral patterns from observing behavior.

Create a Safe Learning Environment

In create a safe learning environment, both lecturer and students shows that they explicitly agreed that the learning environment will affect motivation in learning. Interviews and observations showed that lecturer observed provide enough free reign to students, and the overwhelming majority of students enjoy the class when the lecturer guides students to their own discovery, it makes them feel empowered and let them feel part of the process. According to McCabe & O'Connor (2014), lecturers for those things will make the students know there is a point and someone is taking care of their learning. It is enabling students to learn by doing.

Lecturer's Instructions

Support Real-World Interactions

Real-world interaction which emphasized by the students as one of motivational classroom practices has link to situational interest, which produces a desire to read more about a particular topic. In the use of real-world interactions, that is when a classroom activity involves physically interacting with a concrete object or event, it may create students' individual interests. It helps students to generate questions relevant to the concept. The questions give students a desire to learn more about the concept. In addition, Lucas (2010) emphasized that students

who were able to observe the things that they read demonstrated higher recall than the students who were not able to observe what they read.

Providing Interesting Texts

Upon analysis of observations and interviews, it was found that Mrs. X felt that the book that she used for Academic Reading or Vocabulary course is suitable since it covers all of the aspects of Reading. However, the finding is problematic in that two of five students interviewed indicated that the material is interesting, while two other students did not like the book because the contents of the book are not interesting and one of the students never read the book, at least he has an assignment because the difficulty of the texts. Thus, the interesting texts as their reading materials in the classroom are especially important for students. According to Eidswick (2009), individuals display more persistance, engagement, and positive affect toward tasks that they are interested in.

Giving Strategy Instruction

Another significant factor as the students felt as one of motivational classroom practices is strategy instruction in class. In a class where the lecturer models of how to use the strategy and immediately followed by guided practice in small groups will increase students' comprehension in text and students' learning become meaningful (Lucas, 2010). It can be assumed that strategy training by letting students to use the strategy in their reading assignments provides students with cognitive tools that help to perform better with text, which is reflected in higher extrinsic and intrinsic motivation. In addition, results of other studies (Guthrie et al., 2006; Taboada et al., 2009) also support this high importance of teaching such strategies.

Opportunity to Communicate Conceptual Understanding

After interviews, it was found that the majority of students interviewed enthusiast to communicate their conceptual understanding of text. When the students let to work with their peers or in group, they will have opportunities to help each other and share their ideas according to what they discuss about. Higher levels of students' identification of their members in group may make it easier to work with others, to share information, and to cooperate with fellow discussion group members (Serravallo, 2010).

Compared with one of the students interviewed who said that he does not like to work in group just because he does not want to have different perspectives with the other members, Jones (2014) suggests that it may be taking time for students to identify with their discussion groups. When this identification is low, it can have a negative impact on satisfaction, but if identification rises over time, its effects on student outcomes are muted due to the stronger effect of discussion group effectiveness.

Collaboration Support

For the most part, students and lecturer had similar perceptions of group work in the classroom. Many students implied that they would like more opportunities to work in group. Similarly, lecturer felt that group work can increase the students' reading motivation when they can learn together with their friends. According to Jones (2014), the efficiency of lecturing as a method of instruction can sometimes come at the cost of student interaction, engagement,

critical thinking and satisfaction. Similarly, he proposed when students perceive their discussion groups as being effective, they may experience higher levels of interest and engagement, satisfaction, and critical thinking and application. Therefore, implementing discussion groups in large lecture classes is one technique that can reverse these costs.

CONCLUSION AND SUGGESTION
Conclusion

Referring to the study conducted, some practical implications can be drawn from the findings of this study. The most important roles of a lecturer in promoting students' reading motivation are showing the students its importance. At the same time, providing a safe learning environment, by giving some advices to motivate students to read and also in process of learning each student can feel part of the process but with guidance of the lecturer. The research also revealed that to motivate students to read, a lecturer can let students to work together and share their opinion. Also, some students interviewed indicated that they do not like to read their book because the contents are not interesting, therefore it is important that lecturer provide students with learning material which are familiar and interesting to them so they can easily to understand and it is a successful start in reading engagement.

Suggestion

It is recommended for increasing understanding of students' perceptions of motivation to read in the classroom and implementation of motivating practices, that lecturers frequently communicate their interests in students' opinions by speaking with students individually about their opinions concerning reading in the classroom. While the results of this study suggested some motivational roles and instructions of a lecturer in Academic Reading/Vocabulary course in second semester, these are not the likely implications for all lecturers, as all students have different ability levels and hold different attitudes and interests toward reading. This means that lecturers are largely responsible for knowing their students. This knowledge alone will not lead to increased motivation, but increased use of motivating practices as articulated by students may, in fact, lead to a more motivating environment for students.

It is suggested, future studies could focus on the relationships that may exist among students' perceptions of motivating classroom practices, implementation of these practices, and students' achievements. In other words, further research could focus on students' reading achievement levels resulting from classrooms that meet students' needs and those that may not. If students perceive existing classroom materials and practices to be motivating, do they attain higher reading achievement levels than students who do not perceive their classroom environment as motivational? Also, according to the findings of this study, one of motivational needs articulated by the students is having learning material which are interesting to them. Further, researchers could explore the level of impact of these shared upon students' motivation to read.

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